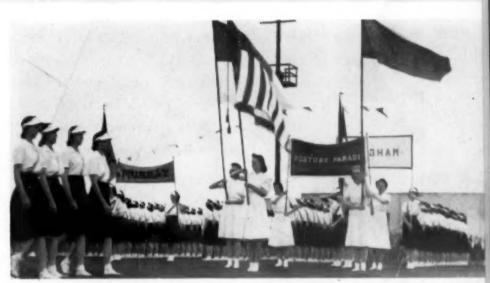
School Activities

APRIL 1943



Posture Parade, Brigham Young University, Provo, Utah



Rifle Club, Munhall High School, Munhall, Pennsylvania

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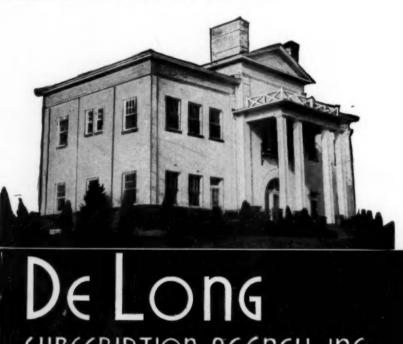
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The year 1943 marks our 25th year of service as one of the country's most reliable and informed magazine subscription agencies.

During the past 25 years magazines have undergone many changes editorially and in format. Their value as an educational medium is undisputed and widely used in schools over America.

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VOLUME XIV, No. 8

APRIL, 1943

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Only a month or two until school is out. But time enough to center the attention of your students on some very important problems through the assembly, publica-tions, clubs, public programs and especially through the homeroom, where there is opportunity for discussion and wide participation. A brief outline of a few of these most vital problems will indicate

some of the possibilities.

1. Jumping juniors into college. though the demand for this proposed policy has quieted down a bit, due to the fact that men from the armed services are being assigned to somewhat-empty colleges, there is still an undercurrent of demand. and quite likely, after the war this policy will be promoted again. Hence, high school people should become thoroughly familiar with the advantages and disadvantages of the plan so that, if later it is seriously proposed, they will have thought it through and will be able to act wisely. 2. "Fourth term." This idea is already

in the newspapers, and 1944 elections are not very far away. Discussion will help to clarify matters. Remember to stress the importance of logical arguments, and not "tradition," which is never an "argu-

ment" worth listening to.

3. Votes for eighteen-year-olds. sounds reasonable that the boy who is old enough to fight is old enough to vote. Lowering the voting age will require a constitutional amendment and ratification by state legislatures. An excellent topic, and one which is certain to receive

a great deal of attention shortly.

4. War marriages. Some of your students have already, directly or indirectly, faced this problem, and undoubtedly more of them will face it. Listing, discussing, and weighing the various arguments for and against such marriages will make an interesting and profitable meeting in almost any homeroon. Incidentally, the majority of those competent to know look with disfavor upon such marriages. However, these authorities are not those directly concerned. Some of your students are, others will be.

5. Current advertising. There is a widespread dissatisfaction with the policy of advertising bridges, airplanes, tanks, battleships, guns, and similar items which

you could not buy even if you wanted to, Comparatively little, except that which is favorable, goes into our newspapers and magazines because these are financed to a very considerable extent by advertising. Perhaps some of your students have already brought up such questions as: What are the reasons for such advertising? Does it contribute? How much? Etc.

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A pertinent and timely topic.

6. Educating for peace. The government educates for war; why should it not, after the war, educate for peace? How? By providing opportunities in liberal arts, trade, and professional schools for those qualified but unable to finance such education, through federal scholarships, subsidies, grants, and other means. Undoubtedly, some such a plan will grow out of the present war-education program. You. your students, and your patrons should be interested in developing sentiment for it.

7. Rationing. An excellent and timely topic for any homeroom. It is only fairly well understood at the present time. Discussion should concern far more than the

mere mechanics of the program.

8. Package-mailing regulations. parently postal regulations relating to packages for the men and women of our armed forces are frequently misunderstood or are not followed. Another fine topic.

Victory gardens. Why? What? 9.

When? Where? How much?

10. Summer work. Possible contributions; opportunities; advantages; disadvantages. The danger of quitting school in order to continue such work.

11. Next fall's school schedule. Importance; possibilities; advantages of making tentative plans this spring.

Time for the yearbook again. Undoubtedly, a great many of these books this year will reflect war activities and personnel. If yours does, be sure to keep these reflections dignified, in good taste, and artistic. We recall some of the high school and college yearbooks of "the last time," publications in which "patriotic artistry" resembled cheap and garish street-carnival productions. Let's avoid such uncomplimentary treatments this time.

Blueprint for Principals

RAIN your principal if you want things to run smoothly on the journalistic front. Principals are the monkey wrench in the machinery of many a high school newspaper, if breakfast discussions at journalism conventions are valid evidence. At Benson High we are fortunate in having a principal who oils the machinery, rather than wrecks the gears. We submit her as a blueprint for others to follow.

Cooperation and a mutual feeling of good will mark the relationship of our high school administration and journalism departments. suffer none of the dictatorship problems which afflict many other high school newspapers. In our school, staff and adviser have complete freedom in all matters relating to the Beacon High News. The administration has assigned the journalism department the job of publishing a good school paper. The manner of accomplishing this is left to the staff.

Such a set-up encourages initiative and a sense of obligation on the part of the students who publish the paper. They are responsible to themselves, to one another, and to the paper, rather than to the instructor or principal. The volitional execution of individual duties according to student-made patterns is proof of the democratic system under which our paper oper-

The attendance of our principal at post-mortems represents an example of this same democratic system. On these occasions, which in many schools are dominated by a criticizing principal, ours takes a back seat, and by no means usurps the meetings, although frequently offering constructive suggestions.

Conferences with the editor concerning school policies further exemplify executive coopera-The newspaper's support for a school project is requested, not demanded. No attempt is ever made to dictate the paper's editorial or

business policies.

Our principal sees to it that the staff does not lack necessary equipment. Starting from scratch only a few years ago, the department is now fairly adequately supplied with such essentials as desks, files, tables, typewriters, mailboxes, and bookshelves. An adequate number of excellent text and reference books is at hand, and new additions to the department's library are forthcoming from time to time. Profits resulting from the margin of safety in the yearbook budget are usually plowed back into the department. This fall, a new standard Webster dictionary was purchased. It is the newest dictionary in the school and the only one in the school to have a stand of its own (important because we need our desk space for typewriters). We also received our own 15-inch paper cutter after years of borrowing the art department's. Last year it was a four-drawer legal size file CARL BERGLUND Managing Editor, Benson High News

GUNNAR HORN Adviser, Benson High News Benson High School Omaha, Nebraska

for the morgue and a new typewriter for the managing editor.

Our principal is well aware of the news problems that confront a bi-weekly paper. much of the news takes on the character of historical research, it is important to counteract this with scoops and forecasts. When it is time to announce National Honor Society members, the office considers our publication schedule in planning the assembly. A number of times we've had the story written in advance and the paper ready to distribute at the close of the assembly in which the names were announced. The staff, of course, takes pride in never having had a story of this type leak out.

Class elections also provide us with scoops. When class sponsors have their calendar of activities approved, they are urged to consider the school newspaper in setting election dates. In this year's June senior election, which was held on the Tuesday before publication, election results were kept secret until the paper appeared on Friday. All candidates were photographed before the finals so even they did not know the results until the paper was distributed.

Our principal increases the prestige of the school paper by praising it in faculty meetings and to the public. She also sets a good example by reading the news herself and by always taking time to answer the questions of reporters.

These evidences of good will, these privileges and liberties, are not without the appreciation of the staff as they strive to maintain that cooperation and to keep the interest and respect of the principal.

One of the common sources of irritation between principal and staff in many schools is poor coverage. More than once has an irate principal scolded a high school staff because some teacher had camplained that Mary Jones of her fourth hour Typing II class had broken all records for the five minute speed test and then had not even been mentioned in the school publication.

To prevent any such occurrence and the resulting ill feeling, the Benson High News has organized a thorough coverage of all departments. A system of beats which makes each reporter responsible for all the news which the teachers on his beat may have concerning their classes, clubs which they may sponsor, and activities which they direct, further assures com-

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plete coverage.

The news editor is constantly on guard that no justifiable complaint of favoritism can be made by any department, club, or individual teacher or student. The copy readers use their best judgment in balancing the length and importance of stories, and makeup editors work for a strictly newsy display.

Another important factor in the good staffprincipal relations is consideration of parent readers. Outsiders often judge a school by its newspaper, and items which may seem cute to student readers may cause lifted eyebrows or damaging remarks among adults. Any principal has worries enough without having to apologize for, or explain away, inappropriate or misleading articles in the school paper. An understanding of this problem is a part of the basic training of every staff member.

The staff itself, with only occasional assistance from the adviser, seeks to promote accuracy and penalize inaccuracy. Reporters or ad solicitors who make mistakes are docked inches or removed from choice beats, or both. This program is stringent enough, and effective enough, so that our principal does not feel it necessary to take a hand in the matter.

Staff members seek to create a business-like impression not only in the newsroom but wherever they may be on whatever business. Telephone calls, which must be made from the office, are made short and to the point. Numbers are looked up before the student goes to the office. Staff members moving through the halls during class periods do so with reasonable speed and do not loiter or visit with other students whom they may meet. Thus they help escape the stigma of loafers. No staff can afford to have the rumor get around that journalism is a snap or that staff members "get away with murder."

Another evidence of business-like procedure is the keeping of accurate records. The advertising manager, the circulation manager, and the exchange editor make written reports after each issue. The business manager keeps a daily record of income and expenditures and submits a monthly financial statement to the principal. Bills are verified and approved and submitted to the office for payment as soon as they arrive. Carbon copies are made of all correspondence and these are filed for quick reference in case of any question.

Responsibilities of staff members are definitely fixed, and any error can at any time be traced to the person who made it. Thus there is little temptation to pass the buck. While this system does not eliminate errors, it does tend to hold them to a minimum and does preclude likelihood of repetition of the same error.

The adviser submits an annual report, often running to thirty or forty pages, on the activities and accomplishments of the department. In this report are running accounts of paper and yearbook, written by the editors, and statistics

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on advertising and circulation. Also included are honors, innovations in staff organization, new departments in makeup or content of paper or yearbook, and financial reports on both publications.

To those who find a need to train their principal, we offer this rough draft in the belief that its adoption will facilitate that training. If this blueprint is followed closely, others can enjoy, as we do, the benefits of cooperation and a feeling of good will between the administrative and journalism departments of their school.

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Prayer at School

HAROLD GARNET BLACK Hollywood High School Hollywood, California

EVERY school has its traditions—and is proud of them. About a third of a century ago Hollywood High School, doubtless one of the best known of American secondary schools, started something which has long since become an established custom, when Dr. William H. Snyder, then the principal, closed the first assembly of the year by prayer.

When over a dozen years ago he was appointed director of the newly founded Los Angeles Junior College, now the Los Angeles City College, the tradition he thus established was followed by his successor, Louis F. Foley, and has been continued ever since.

Each year the prayer is much the same: brief, simple, informal, and free from any denominational bias. It invokes God's blessing upon faculty and students, and asks for divine guidance through the academic year in the building of boys and girls into men and women whose lives shall be characterized by honesty, fair play, industry, courage, high moral quality, and a proper recognition of spiritual values. It always makes an impressive conclusion to that first assembly.

In these days when total war is being waged on all continents, when the dictator nations have adopted a rank paganism, denounced Christian principles as absurd, and announced their intention of enslaving the rest of the world, the value of putting into youthful minds the fact that we are essentially spiritual creatures needing divine guidance cannot be over-emphasized.

Woodrow Wilson was everlastingly right when, in a moment of keenest insight, he declared towards the close of his life, "The sum of the whole matter is this, that our civilization cannot survive materially unless it be redeemed spiritually."

This Hollywood High School tradition stresses the spiritual conception of life and is worthy of widespread imitation, for it helps to make religion a real and a vital part of everyday living.—Sierra Educational News.

School Radio Programs

WITH the recent growth and present importance of radio, it is only natural that schools should consider what broadcasting offers for their activity programs. The following inside information and views of a person engaged in radio program work are given in the hope that they will be helpful to schools with radio interests and opportunities.

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SCHOOL RADIO PROGRAMS' BEST BET, SMALLER STATIONS

It's in the small radio station where the school radio programs really have their chance and are most welcome. There are a few 100 Watt stations, although most of the small stations are of about 250 Watt capacity and are in small cities which can boast but several grade schools and a high school. There are about 500 such small stations all over the country.

How Small Stations Operate

(1) School programs are "live talent shows," and small stations use a great deal of "canned music," or records. Small stations cannot pay for live talent, and therefore are always on the lookout for dependable amateur talent of good quality, of public interest, of publicity value in good-will and public service which well organized school groups can cover.

(2) Large stations sell "programs," while small stations usually sell "Spot Announcements"—that is, 50 to 100 word commercial copy written about the advertiser's merchandise and read off by the regular station announcers between record music numbers. Therefore, the income is much less, more time throughout the day is available, commercial spots can easily be shifted, giving a chance for the schools to choose their own time.

(3) National advertisers do use small stations when on hook-up with other larger stations, nor do they send them recordings of their commercials done by their own staff. The national advertisers cannot pay for programs on small stations of 250 Watt variety, for those stations do not cover more than 30 miles of good hearing distance without interference from other stations

Staff on Radio Stations

(4) Large stations have a large staff—station manager, advertising staff, copy writers, script writers, production men, program director, chief announcers, news announcers, commercial announcers, special music announcers and program directors, control room engineers, office force of stenographers, secretaries, bookkeepers, typists. etc. Small stations have so little work in each department and are usually so cut-to-the-bone on expenses that the station manager may have to go out and sell spots, write copy, arrange programs, and otherwise boss the whole show.

Small stations do not as a rule have produc-

SOPHIE MILLER Originator, Author, and "Sophia" of Station WKNY Kingston, New York

tion men, because there are no large weekly guest programs or productions. They may designate the senior announcer as "Program Director." He keeps tab on the daily schedule and commercial spots, may audition new programs, with a final word from the manager, may help with amateur live shows, and be chief announcer at all civic-remote programs.

Announcers on small stations usually also work at the control room board, which turns on and off the programs, runs off the records, and does the announcing besides—a four arm, six-eyed job. These announcers will sit at that control board for several hours at a stretch, with one eye glued on the clock, the other on the record machine, control board, and schedule sheet.

Where do these small radio stations get these wonder-boy announcers? Well, very often right from the local high school. Any boy with a good clear voice, a clear head, good diction, and a smattering of foreign language so he can run off the news can get a job at these small stations. One of our best announcers is a 16 year old high school junior who in no way excells in dramatics, English or speaking in high school, yet because of the way he handles news, foreign names, commercials, and operates the control board and record machine, he is assured of a fine future in radio.

Advertising-Selling Field
(5) It's also these same high school boys who



Sophie Miller (center) and Her High School Talent

are selling radio time on commission basis after school hours and are getting their first foothold in this field of radio work in the smaller stations. Someday they will demand top prices as advertising men.

Music

(6) A small station may have a symphony hour, where a continuous flow of a symphony or opera will be played. Sometimes it is up to the announcer to read up on the various music compositions and run off some copy to be read. This gives him a knowledge of the finer music world. Very often this type of work is done by part-time high school youths.

Women in Radio

(7) Women on smaller stations are also getting their break. They are the girls who file the recordings, type the schedule, and by watching the boys at the control board learn to operate it and when the emergency arises are able to run the board themselves, read commercials, and do special announcements. We have one at our station. She started as a Sunday afternoon poetess and worked her way in.

Children Who Are Mechanically Inclined

(8) Radio is fascinating, and a youngster who is no more than fourteen or fifteen helped our chief engineer with remote broadcasts—that is, broadcasts from the football field, special events, etc. He'd carry the wire, ear-phones, etc., and for that he was allowed to listen in once in a while. He is working his way into a future job as engineer. Today he knows enough to hook up a remote and in case of an emergency could do it.

The High School Supplies the Staff; Small Radio Station Supplies the Opportunities

High school teachers, superintendent, and principal should make close contact with the personnel of the local small radio stations. They should be well acquainted with the types of programs used, know its manager, his ideas, and the various hours of various programs. The manager should make assembly speeches. Students should visit the radio station and definitely have a daily show on the station if that is impossible, at least a weekly hour show.

Spade Brigades

MARY KENTRA ERICSSON 1903 Railroad Avenue Pittsburg, California

R EADING and 'riting and 'rithmetic may have been the basic three R's of American peacetime education, but wartime supplements have made the S's important rivals.

First it was SALVAGE, with schools of the nation contributing a prominent part in rescuing unused paper and metals. And now a California student body has adopted a new idea, organizing a group of high school boys to form a "Spade Brigade" to help solve the problems of food shortages and rationing.

When the new point system made it evident that the average housewife could not depend on her stamps for a very large supply of vegetables to serve at her table, in every household with any yard space, Victory gardens became a "must." But in many homes, the men of the family were in the service or working longer hours than ever before in war industries, and the problem of starting a vegetable garden was a baffling one to the average housewife. Coming to the rescue for residents in their vicinity, students of San Jose High School, in San Jose, California, organized a "Spade Brigade."

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Principal Forrest Murdock suggested the idea to his boys, and immediately a select but enthusiastic and brawny group was chosen. "Wimpy" Jones was appointed captain, and named 11 other boys on his spade brigade. Average ages of the boys is around 17, their weight nears 165 pounds, and they boast individual height of six feet.

This is how the brigade works. They "hire out," during the hours not conflicting with school work, at 50 cents a man hour, working in units of two.

Principal Murdock is cooperating with the boys, keeping a list of calls for help. He supplies a room at school where the members can keep their work clothes and tools, so that no time is lost in getting to a job after school. And to prove that the citizens of San Jose in the school's vicinity appreciate the help, there is a long waiting list for the brigade's services.

The idea caused so much favorable comment that the home economics department at school made insignias for the boys to wear—a crimson spade on a gray background, sewn on white service caps donated by the interested San Jose Chamber of Commerce.

With summer vacation coming, the brigade members have as much work waiting for them as they want to tackle.,

How did the rest of the student body react to the idea? An invitation to join the Spade Brigade is as eagerly sought as the opportunity to play on the football team.

So much favorable comment followed the San Jose High School's action, that now other schools in the state and country are following suit, with youths packing spades over their shoulders to aid the home front, while they are waiting their call to carry guns for combat duties.

Through the cooperation of the Civil Aeronautics Administration, a series of twenty text-books on aviation, designed for junior and senior high school students, has been prepared by a committee of prominent educators, and since September nearly 400,000 of these volumes have been introduced in 5,000 school systems from coast to coast.

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Choosing Members for the National Honor Society

A LTHOUGH high schools all over the country are necessarily making many changes in curriculum and activities in an effort meet the demands of war, still many of the old tasks and problems remain. As the end of the school year draws near, one of these problems which will confront teachers in many high schools is the choosing of members for the National Honor Society.

I remember our experiences several years ago when our faculty met for this purpose. Those meetings often lasted far into the evening, and too often the students finally elected were chosen because certain teachers, more persistent than the rest, wore down opposition to their favorites or discouraged the champions of other candidates. One boy was not chosen because several teachers agreed that he did not show proper respect for them, another was chosen because one teacher thought he was so sweet, a girl was not elected because she had dared once to disagree with one teacher.

And that faculty group was not made up of unreasonable or unfair individuals. The root of the trouble was the fact that we were approaching the problem subjectively. In such an approach, personalities influence judgment, even the judgment of the most fair-minded person.

For several years we in the Prescott High School have been trying to work out some objective way of selecting our members for National Honor Society, some method which eliminates the faults just mentioned. The plan we use now is not perfect, but it is a long step foorward. It provides that prospective members be judged on character, leadership, service, and scholastic attainment, as is required by the National Honor Society. At the same time, it is to a great extent objective. Various parts of the plan are by no means original with us. We have drawn freely from plans used in other chools and have adapted them to our needs. A description of our method follows; perhaps it will help some other group of teachers to solve this problem.

In accordance with the National Honor Society rulings, a list is made of juniors and seniors whose scholastic ratings are in the upper one-third of the class. Before the faculty meets to elect members, a committee finds the rank of these juniors and seniors in service, character, leadership, and scholastic attainment. A total of these rankings forms the final basis for choice.

SERVICE

Believing that service to the school is determined by the activities in which the student participants, we have listed all the possible acLENORA CHILDRESS Senior High School Prescott, Arizona

tivites in the school and have assigned a certain number of points as the maximum which can be earned in each. The sponsor of the activity assigns points to eligible students, giving the maximum number only in case the work has been excellently done. The student who receives the highest total number of activity points ranks first in service, the one who receives the second highest ranks second, etc.

CHARACTER AND LEADERSHIP

The rank in character and leadership depends upon the combined judgment of teachers and of members of the classes who are eligible for Mimeographed sheets are premembership. pared bearing the explanation of character and of leadership, as given in the literature of the National Honor Society. Teachers are asked to grade in character and in leadership each student whom he has in class or homeroom during the current year. These grades are to be 1, 2, 3, 4, or 5, 1 being the highest. Students eligible for membership grade one another in the same way. They are urged to grade only those whom they know and feel competent to judge. The grades given by students and those given by teachers are averaged separately to prevent inequalities due to the larger number of student ratings. In securing the average in each case the sum of the grades given each individual is divided by the number of people who graded him. The final score in character and leadership is obtained by an average of these results. The student with the highest final average grade -that is, the lowest numerically-ranks first, the one with the second highest average grade ranks second, etc.

SCHOLARSHIP

Since ours is a senior high school, having only the sophomore, junior, and senior classes, the ranking scholastically for each junior is found from his grade average for three semesters, for each senior from his grade average for five semesters. Again the person having the highest grade average—that is, the lowest numerically—is ranked first, etc.

FINAL RANKINGS

After the rank for each student has been found—in service, character, leadership, and scholarship—there remains only the adding of the rankings for each. Those having the lowest totals of rankings rank highest in the group.

The names of students are then presented to the faculty according to rank. With this evidence before them, the teachers decide whether

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or not to elect the possible 15 per cent of the senior class and 5 per cent of the junior class.

At no time since the inauguration of this objective plan has any member of the faculty expressed a desire to exclude any student in the upper rankings. The teachers are well pleased with the results obtained and feel that the system is just. The students, too, are well satisfied that the system is fair and equitable. While a great deal of clerical work is required of the committee, we feel that the results justify the effort.

Base Football

EDWIN H. TRETHAWAY Supervisor of Health, Physical Education and Recreation Los Angeles City Schools

THIS is a new game for grades 5, 6, 7 and 8. The only special piece of equipment needed is one football.

Area: Baseball diamond. Passer's line 35 feet

from home plate.

Number and position of players: Ten players constitute an official team; catcher, passer, (pitcher), two shortstops, three basemen, and three fielders. The number may be varied if desired. The players on each team should be numbered consecutively and take turns kicking in order throughout the game. Each inning players rotate positions. The order is as follows: catcher, passer, 1st baseman, 2nd baseman, 3rd baseman, left shortstop, right shortstop, left fielder, center fielder, right fielder.

Object of the game: is for members of the team which is up, to catch a pass from the passer and to kick or pass a fair ball into the field, and to succeed in running around the bases without being put out; for the fielding team to prevent the opposing team from making

runs, and to put three men out.

Skills: 1. To kick the ball accurately. 2. To catch and pass accurately. 3. To run and to tag a runner with the ball without dropping it.

Length of the game: Seven innings constitute an official game.

Rules: Rules of baseball apply with the following changes:

Fielding team:

1. The passer stands on the pitcher's plate (35 feet from home base) and takes one step while he passes the ball to the player waiting directly behind home plate. The distance between passer and kicker should not be less than 35 feet.

The passer throws the ball the same way as a forward pass is made in Pass Touch Football.

Kicking team:

1. The kicker must stand directly behind and within three feet of home base while kicking or passing the ball into the field. The kicker may not step in any direction from his position behind home plate until he has caught the ball. When passing or kicking, the kicker may not

take more than two steps.

The kicker must not delay the game. He must pass or kick within five seconds. Penalty: the kicker is out.

The ball:

 A fair pass is one delivered by the passer while standing behind the passer's line, and which goes across the home plate.

2. An illegal ball is:

a. One delivered by the passer when not starting his pass from the pitcher's plate.

b. A forward pass that does not go over the

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3. Penalty for an illegally passed ball: If the kicker received four illegal balls, the ball is given to him for a free kick or pass. If he succeeds in kicking or passing a fair ball he runs. If he kicks or passes a foul ball, he is out. A line ball is good.

4. Strike:

a. Any legally thrown ball which passes in the air over home plate is called a strike, even though not caught by the kicker. The ball must not be higher than the head of the kicker, nor below the knees.

b. If the kicker in attempting to catch the ball touches the ball and fails to hold it.

c. Any legally thrown ball, not caught, which touches the kicker.

Outs:

 Kicking or passing the ball while not standing directly behind home-plate.

2. If, while off base, a runner is tagged with

the ball in the hands of the fielder.

On a kick kicked foul or a pass thrown foul. Base runner:

A base runner may not leave the base until the kicker's foot has made contact with the ball, or if he is passing the ball the runner may not leave base until the ball has left the passer's hand. However, a base runner may advance on a play or an error.

Scoring: One run is scored by the side which is up when the player succeeds in kicking or passing a fair ball and touching first, second, third, and home bases without being put out. However, if a runner reaches home, having run on a kick or pass which put the kicker out and that play is the third out, his run cannot be second.

scored.

Teaching suggestions:

1. Definition of "take but two steps in throwing or kicking the ball": Step forward, transferring the weight to the forward foot, then step forward with the other foot, then kick with the rear foot or throw the ball.

2. To pass a football properly, spread the fingers around the ball near the end, thumb on the opposide side, palm underneath, thumb and fingers pointing upward, tips of fingers touching the lacing so as to secure a firm grip. Hold the ball directly over the right shoulder about head high. Throw with a snap of the forearm, releasing the thumb first and fingers next. As the fingers are released the ball spirals as it proceeds toward the receiver.—By permission of Sierra Educational News.

American Literature Exhibits for the School Fair

VERY fall the entire student body from the kindergarten through the twelfth grade of the Thornapple-W. K. Kellogg School at Middleville, Michigan, gradually ceases to carry on regular class activities for a time in order to make elaborate preparations for a big event in both school and community life. That is the Annual School Fair sponsored by the Future Farmers of America. During that period of preparation, students still continue to meet in their regular classrooms at specific hours for definite courses, but in each one the thoughts of both students and teacher are concentrated on methods of representing the work of that course in concrete exhibits; so in that way all classes become thoroughly unified in a common interest and project and become together one great extra-curricular activity.

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When final preparations are completed, the Fair carries on for two entire evenings, during part of which time many visitors pass from room to room, viewing the exhibits and receiving information and explanations concerning them from students who are in charge; in the latter part of the evening everyone assembles in the combined auditorium and gymnasium for a program in which students participate and for which an outside speaker of some repute has been secured.

In the early years of its inception, the Fair was largely prepared by the students of the Agricultural and Manual Arts Departments, and GRETTA IUTZI Formerly Instructor in English Thornapple-W. K. Kellogg School Middleville, Michigan

the exhibits, therefore, displayed the products of their activities.

This was natural in an agricultural school, drawing most of its students from the rural families and with parent interests largely centered on farm matters. Later the other departments of the school began to plan to take part, until the idea of the Fair, and preparation for it, came to dominate the entire school at a certain season of the year; now all departments aim to make the best possible demonstration of their work.

At first, it seemed difficult to exhibit the work of the English department, aside from book reports, colorful work books, etc. As the school is small, courses in English Literature and American Literature are each offered in alternate years, so both juniors and seniors are found in the same course in a given year. One fall when the study of English Literature was in progress, the students conceived of the idea of making definite representation of some of the literature which they had studied—the Canterbury Pilgrims, as depicted by Chaucer, the Robin Hood characters, sung in the ballads of a later period, and the splendor of the reign of



Settlement of Jamestown and town of Powhattan

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Queen Elizabeth, who encouraged deeds by both the pen and the sword, were the impetus for the exhibits which were then prepared; they have already been described in an earlier article in "School Activities."

The next year when American Literature was in the forefront, it was felt that the standards set by the exhibits of the previous year must be maintained and that similar graphic representation of the literature of our own country could be made. Up to that time, the early writings of American colonists of Massachusetts in the North and of Virginia in the South, and later ones produced by Southern gentlemen planters, such as William Byrd, were all that had been studied. After some deliberation and discussion, it was decided to make in miniature the settlement at Jamestown and its vicinity as they were described by Captain John Smith (who is often called our first American author) in his ac-count, "A True Relation of Virginia," in which he narrates the story of the founding of James-

The second miniature was to be a replica of a Southern plantation, the seat of one type of literature, that was produced, not for publication, but as one of the leisure activities of a cultured gentleman whose aim was to live in Virginia the luxurious life of an English country gentleman.

Each of these exhibits was larger in size than those of the preceding year. It was necessary in order to portray them accurately to place together several tables as a foundation for each; thus the two occupied most of the floor space of the English classroom.

Preliminary preparation for the miniature of Jamestown, the first permanent English settlement in the New World, consisted of the build"Some English Exhibits," p. 147, "School Activities," December, 1939.

ing, by several boys, of a log fort and of some well constructed little log houses plastered in crevices with mud. In order to follow John Smith's description, the students became more interested in carefully studying his account than they had been in their first reading of it, for now they had a motive for so doing.

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A description of the environs was found. Here it is:

"Newport, Smith, and twenty others were sent to discover the head of the river. They passed by various small habitations; in six days they arrived at a town called "Powhattan," consisting of some twelve houses pleasantly seated on a hill; before it three fertile islands, about it many of their cornfields. The place is very pleasant, and strong by nature. The prince of this place is called Powhatan, and his people Powhatans."

Since the Virginia Colonists made their settlement, which they named in honor of the new English king, James I, on a peninsula in a broad river, the first task in the actual laying out of the setting was to represent that James River. That task was accomplished by means of broad sheets of blue crepe paper which were arranged in gentle undulations from one end of the improvised foundation near the future location of the miniature Jamestown toward the farther end of the setting where the water broadened to enclose the three islands. These, the banks and forests on either side of the river. and the rest of the background for the Jamestown settlement and the town of Powhatan were formed from thick, heavy mosses and small branches of various kinds of trees, both evergreen and deciduous. Then the log buildings were put in place, and at the other end of the setting, on an elevated bank opposite the islands, were set up the Indian wigwams, which had



Miniature of a Southern Plantation .

also been previously made by the girls. The girls had carefully drawn upon them Indian insignia and colored them. In the midst of the wigwams crotched twigs were set up together to form a support for cooking utensils over an open fire. The live coals of the fire were easily suggested by burying under the moss or other ground material the whole of a flashlight except the lighted bulb which was then covered with a bit of red cellophane. The cornfields about the town of Powhatan were simulated by planting erect in the ground the tasseled tops of corn stalks cut in lengths proportional to the size of the wigwams. Of course, the space available did not permit sufficient distance hetween Jamestown and Powhatan to comply in that respect with John Smith's description.

In connection with the study of the writing of American colonists the students enjoyed a unit of teaching pictures on "Life in Colonial America." One of the pictures of this series, a bird's-eye-view of a typical Southern plantation, served as a guide in building the miniature plantation; another picture, showing a cotton press (which was used on a very large cotton plantation to bale the soft light cotton) manned by negro slaves with a foreman in charge, re-quired only an ingenious boy, clever in the use of tools, to make a small reproduction of

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Other boys took interest in building from cardboard and painting the colonial mansion, the storehouse, and the houses of the foremen as they were shown in the picture. Still others constructed the crude little log cabins for the slaves and indentured servants, which were arranged in rows at the rear of the large central buildings and near the cotton fields and cotton press. One boy who took charge of the lawns, drives, and hedges surrounding the large buildings deftly selected from the piles of mosses which had been collected pieces of the finer, softer kinds for the lawns; then larger, coarser ones, such as the common and well-known Hair-Cap Mosses," which he rolled into shape, formed the hedges outlining the gravel drives; an evergreen twig inserted here and there in the lawn became a decorative shrub or tree. While creating this really beautiful and lovely effect, he remarked, "I wish we could do this all the time."

The cotton fields may not have been convincingly realistic in detail from a southerner's point of view, for northern boys and girls were the planters. Bits of green crepe paper and tiny balls of white cotton made the cotton plants. An atmosphere of activity was added to the fields by the presence of slaves gathering the cotton bolls, and heaps of the white material here and there on footpaths suggested that their labor had been going on for some time. Pipestem cleaners served as skeletons for the bodies of the slaves. These were covered with black cloth and the characters dressed. In an adjoining field and near the slave quarters, more

SInformative Classroim Picture Series, Informative Classroom Picture Association, 48 North Divi-sion Avenue, Grand Rapids, Michigan, Genus Polytrichum

slaves were working at the cotton press. One from the top of a wagon heaped high with soft cotton was forking it over into the press; others in their white uniforms manipulated the machinery, and on the grass lay bales of cotton. An overseer stood by supervising the work.

It was not possible on account of limited table space to duplicate in miniature the many expansive fields of a large plantation; so only a couple of green pasture fields made of chopped crepe paper and a bit of woods represented by a cluster of branches could be added behind the cotton fields and cotton press. To supply the rest, the visitors' imaginations had to multiply the fields already reproduced into the desired number.

Thus were the exhibits of the American Literature students planned and carried out for the School Fair. The students seemed to receive more real enjoyment from these construction activities than from the regular study of literature. The parents and other visitors also evinced an interest in the exhibits, although to some the exhibits were only attractive in themselves, while others grasped their entire

Slogans for School Use

relationship with the classroom work.

SARAH LOIS MILLER Central Junior High School Cleveland, Ohio

SCHOOLS are often in need of slogans in carrying on campaigns of one kind or another. Here are a few used by Central Junior High School, Cleveland, Ohio. They are offered in the hope that they will be suggestive to other

> To make our school grand, Let's work hand in hand.

Your part for the U.S. A-Come to school every day.

We are fighting the Axis-not one another.

America has schools for you and me: To do our part shows loyalty.

Confucius say:

"Those who talk back Good manners do lack."

Confucius say:

"A paper and pencil in hand, Is worth more than two zeros in book."

> To work with ease, Have halls quiet, please.

The future of our country depends upon our schools. Cooperate for a good school!

Intramural vs. Interscholastic Contests

Localized interscholastic program should be adopted immediately; all contests to be held within the confines of the school building, and under no circumstances to be staged outside of the city limits. This is not a new proposition, but a reiteration of a contention which has been proclaimed by a minority group of educators for years. Quite a degree of animosity has developed between the pro and con factions of this issue.

The interscholastic program functioning in our schools at the present time bases its existence upon a far-flung schedule. Supporters of this policy contend that the benefits derived can be measured by intensified school spirit, more highly trained participants, and overflowing coffers. They argue that no other plan can produce equal results. A scrupulous analysis of their complete assertion reveals the premise to be fallacious.

Let us examine the athletic situation for a moment. Before the current season closes, the principal and athletic director go into a huddle for the expressed purpose of drawing up a tentative schedule for the ensuing year. Games are arranged in climatic order from the easiest to the hardest. The number of contests and the distance to be traveled are determined exclusively by the central treasurer's report. Average football and basketball teams journey from thirteen hundred to two thousand miles each Usually an extra long trip ranging from five hundred to one thousand miles is thrown in as a teaser. The temporary program becomes permanent as rapidly as the principal can make out the guarantee contracts and get them signed by the officials of the schools in question.

Athletic directors are among the highest salaried members on the faculty. Their pay checks range from approximately \$200.00 to \$275.00 per month, ranking about third place on the board of education's remuneration roster. The plain truth is that the beloved coaches have to produce or else find other positions. When you stop to consider the fact that head coaches often have one or two assistants who are paid from \$1500.00 to \$2000.00 per year, it doesn't take too much thinking to make the deduction that two or three of the teaching personnel are holding down pretty hot seats. They have a very definite piece of work cut out for them to accomplish; it is the last benefit named by the advocates of the far-flung interscholastic program-fill the coffers to overflowing. Highly trained teams are essential if this objective is to be realized. School spirit is but coincidental.

The athletic program sends its tentacles throughout the whole school system, feeling for potential stars. Only the first five grades in the elementary department are ignored by the RUSSELL TOOZE Instructor in Speech Bismark High School Bismark, North Dakota

scouts who are looking for outstanding material; mind you, it is superior players they are seeking, not the ordinary run. Our training system in the public schools is nearly as complicated as the farming-out scheme adopted by the National Baseball League. Its aim is singular—to produce winning teams. The boys selected by the coaching staff are groomed until the final whistle blows ending their participation in elementary and secondary school athletic contests.

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Football work commences the last part of August, the main objective being to toughen in the players before the official schedule opens in the fall; drill continues until late in November. The youngsters on the squad are subjected to long and strenuous exercises throughout the season, terminating in a temporary or permanent assignment on the regular team. Each day they take part in a grueling practice game which is supposed to develop physical fitness, mental alertness, and strategic skill. Occasionally they are given an opportunity to relax on a rainy day by listening to a chalk talk. By the time the first scheduled game is played, the contestants have developed muscles like "iron bands." They have been conditioned to a degree which will enable them to charge at the opposition like mad bulls, confidently believing that serious injury to themselves is almost impossible. Overcoming the challenger is the goal to be achieved; the technique employed doesn't matter too much. The players go into the game with a charge from the coach to give their best; they are protected by the school or state athletic association in the amount of from \$2.00 to \$200.00, so it doesn't matter much what happens. If a player gets hurt, there are others very capable of taking his place Is it any wonder great college and university coaches say that a large percentage of high school athletes are ruined before they enter the higher institutions of learning? The team must win or else no one will attend the games; empty bleachers drain the coffers in a hurry. Losing quints or elevens fail to bring fat salary contracts to the coaches too. The mutual understanding between the school officials and athletic directors is that the athletic program pay out, or else their business relationships will be severed.

Youth is fired with enthusiasm and never holds back a single ounce of energy when taking part in a competitive sport. Young athletes pride themselves on being able to "take it." They shoot the works—win, lose or draw. Hard training gives them utmost confidence; they would sooner die than cry "hold, enough." Boys

of high school age, even younger, would prefer to be on a winning football or basketball team, rather than have a four year scholarship in one of the nation's best universities. With minds trained to out think and bodies tempered like steel, eleven miniature supermen trot out upon the gridiron to vanquish the opposition. This fighting instinct colors the thinking of adolesence and drives good bargains for the coaches.

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On a cool November evening two football teams meet upon a neutral field to vie for the state championship. The players, coaches and crowd are electrified with suspense. Flood lights add to the tension as their radiant glow penetrates the curtain of darkness. After what seems to be an eternity the gridiron is cleared of all but twenty-two players, the linesmen take up their apparatus, and the referees bring the two captains together for final instructions. The kick-off is determined by flipping a coin, and the teams square off ready for the kill. Both head-coaches sit on the benches biting their fingernails, chewing gum like mad, insanely gibbering to themselves, or holding on to the edge of their seats with a death grip. the ball is booted into the air, they unconsciously spring to their feet and rush to the side lines, with an expression on their faces which looks as if they might be seeing an apparition. crowd rises to its feet and stands in deadly silence until the pigskin lands in the arms of a receiver or hits the ground; then they send up a howl which resembles the cry of a Japanese army as it charges into battle shouting "blood for the emperor." Books of strategy are opened up as each team tries to make a touchdown. Tackling, passing, and running are displayed like the fireworks of a fourth of July celebra-Viciousness increases as the game progresses, which is evidenced by unconscious boys sprawled out upon the ground after plays have been executed. But they are swiftly carried off the field and replaced by fresh substitutes, the big show must go on. Frequently a player gets his teeth knocked out, jaw dislocated, knee-cap injured ankle, leg, arm or nose broken, and occasionally killed outright. The spirit of the old Roman gladiator surges through the veins of the crowd; they yell for more blood like crazed fanatics. This mob expression has caused many players to continue in the game after having an ankle sprained, or a finger, rib or collarbone broken. Did you ever try to figure out why a player carried the ball over his own goal line? Could it be sabotage? Thousands of people pay a handsome price to see a thrilling championship game; therefore, they demand blood, thunder, and action.

The picture does not need to be painted in its most vivid colors, because anyone who has attended a football game is aware of what can and does happen to the participants. Athletic directors are familiar with the facts, but they are powerless to remedy the situation. They are being paid top notch salaries to produce winning teams, the welfare of the boys and the methods used are of secondary consequence to

the guardians of the coffers. Some may say this charge is the child of jealousy or snap judgment. If this be true, how do they account for the dismissal of coaches having losing elevens? Let us cease being hypocrites by flaunting ignorance under the pretense of professional ethics. Try distributing the profits between the players and see how long the highly competitive interscholastic program continues to be the fad! Out of pure decency it would seem that schools should give the players a reasonable percentage of the gate receipts rather than continue the policy of exploitation.

The interscholastic block asserts boldly that the objective of their program is to intensify school spirit, thoroughly train participants, and fill the coffers to overflowing. Does a boy have to be run through a grist mill to become physically and mentally alert? Is it essential to send our youth hundreds of miles away from home to go through an hour of terrific punishment in order that they may be well trained? Are we to assume that school spirit is based upon pernicious experiences gained on the gridiron,

A localized extracurricular program offers all of the advantages realized from the far-flung schedule. The only difference is the lack of physical abuse, trips, and the degree of financial independence. If we are interested in the welfare of the youngsters, the monetary end of the proposition will be of minor importance; the health of our boys will be of major considera-Any youth who puts forth a reasonable effort in practice from September to November cannot help but develop a strong physique by playing against his classmates. The players in one school are no more intelligent than those of another, so mental alertness can be achieved by playing local talent. One of the greatest benefits of this plan is that an indefinite number of students get a chance to take part in the activity instead of the usual eighteen or twenty stellar candidates. If we believe in democracy, why not practice a little of it in our sports; The federal government trains every man inducted into the service, not just a select few. Whenever Uncle Sam gets into war he always finds from 40 per cent to 60 per cent of the male population physically unfit for military service. this can partly be attributed to the lack of foresight and selfishness on the part of school officials and physical education directors. It is high time that we wake up and attend to the welfare of all our boys and cease catering to a few stars. Can we afford to jeopardize the lives of our youth for the sake of superficial glory and a full treasury chest? Any institution that benefits the mass will never have difficulty in getting financial support. Could this possibly be one reason for the public schools having to sing the monetary blues these days?

The foregoing is a very brief discussion pertaining to one major sport; what has been stated applies to all branches of highly competitive physical activities. From the mental calendar of interscholastic contests let us select debate for the second phase of our analysis.

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When the enrollment has been completed in the fall, the debate coach begins a preliminary investigation in an attempt to find a champion-True, there are regular debate classes being offered in high schools throughout the country, but how many superior students enter these courses without a special invitation from the instructor? Then, who gets the most attention, the average or brilliant members of The student body can answer this the class? inquiry better than any one else; that is why only a very limited number of boys and girls take debate. A class may open with twentyfive or thirty members, but it usually closes with the squad that participates in the district tournament; no they are not eliminated by the coach outright, but youth has intelligence enough to distinguish between academic freedom and slavery, so just naturally quits. After a coach goes to the bother of searching out the history of prospective debate champions he is not going to be satisfied with ordinary classroom application. Championship teams are just not produced that way; the coach resorts to the application of high-pressure methods. Common sense will convince anyone that only 100 or 120 hours of study per school year is entirely insufficient preparation for the production of a crack debate team. Yet, some coaches claim they accomplish this miracle under regular classroom conditions. They say "careful methods of preparation" will do the trick; indeed it does, and that is why debaters are nervous wrecks at the close of the season after working from three to eight hours per day for seven or eight months.

All coaches fall into the same category. They drive, scold, criticize, and threaten their contestants. In short, when anything goes wrong, they actually "blow their tops." It has been my privilege to hear scores of debate coaches rant about the decision or mistake made by one of their debaters. They invariably say, "If he had only presented the case as we had it worked out." Then in the next breath they tell us that the students get so interested that they do their own research and study far beyond assignments. No doubt these poor fellows have a guilty conscience, but a sweet increase in salary, or such a possibility, sways their better judgment. Publicity reaches into the ego of these honor seeking pedagogues and blinds them to the true value of debating; all they are able to visualize is a headline write-up, their picture on the front page of the daily paper, an extended trip to the national debate tournament, trophies, and a juicy teaching contract. These same coaches contend that they are training young folks to meet life situations. But do people stay keyed up to the breaking point for seven or eight months out of the year like debaters are forced If so, why not let the poor youngsters keep relaxed while in school?

The high school debater goes through the same grueling training experience as the football or basketball player, the difference being that debating is a mental activity. From early fall until late spring the members of the debate

squad are grilled, criticized, supervised, and subjected to long hours of strenuous study. They are unlike the football players in that they have to keep up in all of their subjects; they are expected to head the classes in which they are enrolled. The majority of athletes are permitted to slide by in classroom work, regardless of the rules drawn up by the state athletic board. If you do not believe this accusation, try failing a star player with an important game at stake! Of course the writer concedes that athletes bring money into the school coffers, while debaters seldom make expenses.

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The personality of the coach is ably represented by the debaters' speeches, regardless of his persistent denial to such charges. Young folks between the ages of fourteen and eighteen years are not capable of the careful construction and reasoning exemplified by their argumentative addresses. It is distressing to listen to the inconsistent arguments exchanged between them after a debate is over. In view of such evidence how dare any coach say that high school debaters ',need not resort to memorized speeches." If they are capable of arguing so consistently on the platform, why can't they do it in the hall or classroom?

The case advanced by coaches grasping for the last straw to the effect that tests furnish proof of the benefits of contest debating is entirely hypothetical. No testing program involving sufficient subjects has been conducted in this country to conclusively prove the benefits of debate. The validity of such a test should rest upon the results obtained by testing at least five thousand students. A testing program of this nature should include students studying debate and only those studying debate and taking part in interscholastic contests. Subjects from different sections of the country should be tested. At any rate, no one questions the value of debate; it is the radical methods of teaching the subject that are being attacked.

We do not have to schedule from thirty to fifty debates each year in order to give boys and girls training in argumentation. Neither is it essential to travel all over the state or nation to gain a knowledge of life problems. Doesn't it seem that such information could be gained within the local school and community? The supporters of the far-flung forensic program lash out at practically every argument advanced against it. However, they never attempt to tear down the students own confession which reads, "We are taking debate because we get a chance to go on trips."

The writer does not decry localized speech or athletic competition as defined in the opening sentence of this manuscript. But, he does oppose interscholastic competition of any kind. No benefits can be derived by indulging in a highly competitive program that cannot be obtained from a contest staged in the local school and community. Does the lawyer, doctor, dentist, or business man travel all over the state or nation drumming up business? If not, are

(Continued on page 319)

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The Creative Activity Program

THE creative activity program is an evolutionary development of the functional theory of education. It is a result of the experimentation and accurate record-keeping regarding the use value of activities in relationship to the developmental needs of students. The development of the student is the primary concern of functional education and the activity program. This does not imply haphazard development as a measure in itself, but does refer to the emphasis on intelligent behavior as opposed to mechanical behavior. This behavior includes the student's acquisition of individual and social experience meanings with which to face new, as well as old problematic situations.

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A brief differentation between mechanical and intelligent behavior as shown in creative activities is based upon these two concepts:

(a) Intelligent behavior is a process in which learning and acting, are simultaneously integrated. The learning is constantly within the process of the activity itself and the new problems faced. Learning is always within the luman personality as a growing source of experiences for present and future student needs. Learning takes place within as well as outside the academic learning environment. Intelligent behavior is the constant intellectual curiosity for better adaptation to new environmental or social needs, as well as positive problematical solutions.

(b) The mechanical learning, on the other hand, begins with a real situation and continues mtil the problem element is eliminated and no new areas of experience develop. Habit formations and actions result, rather than learning, meative, and self-stimulated activities. Mechanical behavior is a condition behavior to one set of problems which do not require new thought and can be accomplished through conditioned actions and responses. Perhaps, more aptly, John Dewey's statement clarifies the differences, "Intelligent behavior begins where mechanical behavior stops."

In planning a creative, functional activity promam, the school staff as a whole should not lose sight of the fact that the activity program, due to its very nature and structure, does not cover, nor does it attempt to cover, the whole field of experiences. It limits itself to the types of material to be used and follows the nature of the subject matter handled. Each field of learning has within itself elements of activity mossibilities limited only by the teacher's knowledge and interests and the student's needs and incentive. Primarily, activity behavior is creative behavior, dependent upon the background, final, and ultimate educative ends to be achieved, either by the group or by the individual.

It is not activity for its own sake, nor is it merely physical activities. It stresses the growL. S. Flaum Superintendent, Crawford City Schools Crawford, Nebraska

ing educative process, and in time can change the nature and structure of a school as well as the student body who help create the program. New classes appear as outgrowths of activity interest. New prospects for student growth and maturation offer themselves to enterprising students and ingenious teachers who are constantly alert to new and realistic student needs in a flexible curriculum. Such teachers and students plan the direction of the activity. In this way they combine the teachers' experience and the students' fund of interest and individual needs. Through it, both the students and teacher are conscious of the social direction of the activity and the necessity for completing it to its logical educative end before the student attempts a new

The place of the teacher in an activity program is that of a dynamic guide in recognizing the importance of the students' creative impulses. These creative impulses, with proper guidance, become the source of character development as well as of individual expression. These increase the value of the individual to the school as well as answer his immediate needs and social requirements.

Student creative activity is an interaction between the student's environment and the stimuli he receives from that environment, which, when acted upon, results in creative responses. These responses are modified by the nature of the individual problem. In this fashion, the student activates his environment, and the environment helps shape his growth. When the student becomes intellectually conscious of this interaction and when he recognizes this connection between environment and his learning, he really is participating in an activity program which becomes functional. There can not be activity without environment. The fusion of the two means social growth which essentially is the source of all Thus, the creative activity program, through utilizing all of its environmental posbecomes an enriched experiential source of growth. The socialized value of these activities is based upon the concept that the desire to share experiences is the spontaneous end of activity education and social living. Mutual learning between individuals and classes result. This joint activity lends recognition of individual needs and group progress. This intermingling of student personalities in cooperative activities enhances the educative process. The underlying democratic principles inherent and entailed in such a program create valuable realistic living habits. Habits of action, judgement of values, evaluation of attitudes and appreciations are among the enriched student learning experiences which shared activities emphasizes and encourages in realistic creative activity education.

Intellectual activity, as well as physical activity, should be recognized as an integral part of the activity program. Too often the activity program is one purely of physical activity, to the comparative exclusion of mental needs. Teachers should consider the true nature of the They should consider him as a total personality, dominated by interests and needs which are related as an organic whole. much of what has been done in the past in education has been to emphasize the mechanical learning of the nature of the child, "to train the faculties" and to "pour in" knowledge. To give entire attention to the physical side would be just as fallacious. The mental and physical processes function together. The child must be educated as a whole being according to his needs and the specific situation.

The activity program must be based upon the clear recognition and value of self-activity in social group situations, as well as concrete individual experience situations. Isolated individual experimental projects are also necessary as a basis for further realistic activity experi-These concrete experiences from mentations. activities which directly effect the immediate needs of the child, develop additive personal qualities when they are intelligently transferred to similar problematic situations in other activity fields. In this fashion the activity program is elastic and furthers greater knowledge of the child and his personality. It contributes to guidance through careful analysis of the child's interests as portrayed in his participation in activities. The present needs of the child can thus be met and his future needs planned according to these needs. The child's growth becomes as nearly as possible, within the limits of the school program, intelligently directed and realistically designed to help him.

Finally the educative outcomes of the activity program should be natural to the child and should recognize and challenge his total personality. They should result in the development of habits and skills whose value should be dominant over any specific subject matter employed.

CRITIQUE OF COMMON ACTIVITY PRACTICES TODAY

In most schools, there is too much emphasis on physical activities. The average school's conception of the activity program is based upon a physical activity program to the exclusion of mental activity. Divorcement of the physical processes from the mental processes is attempted. This is educationally impossible. Children are given the opportunity to do something merely for the sake of doing things. There is too much unplanned, capricious activity.

There is too great a gap between the aims and results of activity. There are two common causes for this. First, the teacher who has the

aims well formulated but cannot put them into practice because of her subject matter training confuses the values as well as the methods of the activity program. Secondly, the teacher who has a vague conception of the activity aims is befuddled in putting them into practice. That is, too often the aims are vague and indefinate rather than precise and specific, and instead of leading into new areas the activity continues aimlessly and dies out to the detriment of both child and teacher.

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Activities too often are used as stimulus for subject matter study and not for the values of the activity itself. This is due to the misunderstanding of the essential nature of the activity program in its own right. This shifts the value from the activity to the subject matter and relegates the activity to merely a mechanical form of presenting the traditional content matter. Thus the teacher places the student in the position of a passive learner into whom content is poured, with the activity method as a sugarcoated means of filling the student with teacher indoctrinated material.

Too often there is too little social direction of activities. That is, each act is viewed as an isolated part of the program, instead of as an integrated part of the program wherein resultant meanings should integrate into the total personality of the child. Social guidance is needed so that the program of activities will recognize the individual student and his problems.

The activity program is the most commonly misunderstood both by educators and laymen in regard to the functional educative processes as it is practiced today. It may be stated that until a general agreement among educators as to application and principles of the program is reached, the misunderstanding will continue. On the positive side the greatest value of the activity program is that it recognizes the in-herant complexity of the human beings. It recognizes the student as a living entity rather than an educational problem. It expands its program to include the mental as well as the physical life of the individual. It places emphasis where the individual needs individual emphasis, instead of demanding that all pass through the same curriculum at the same time, in the same manner. It recognizes as far as possible the needs of modern society and the changing demand upon the student, who is being prepared for a life where responsibility rests upon him. In doing these things, it recognizes the environment of the student in terms of the community and the social agencies within that community as well as his own physical needs in terms of athletics and recreation.

The activity program is inherently an answer to the democratic needs of our day. It does not base its philosophy of citizenship upon courses in citizenship, but upon the actual living of citizenship situations within the school. Finally, the activity program is steeped in the philosophical conception that all learning is continuous and goes on beyond the formal school, as long as man faces the problems of how he

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may live for the betterment of himself, family, and society.

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THE ACTIVITY PROGRAM AND ADMINISTRATION PROBLEMS

There are no extra curricular activities. Everything that the pupil experiences within the school's activities and learning situations is curricular and fundamental to the school's vital existence. There is no such thing as "extra curricular" in a formal sense.

Activities are characterized by pupil initiative, participation, management, and evaluation of progress. They provide for expansion and enrichment of pupil interests and appreciations. The pupils and faculty work in harmonious cooperation toward basic, life-experiencing, educative ends. From the administrative viewpoint, they should express themselves in:

1. Self government: Within the bounds of administrative approval, the students should be self-governing along democratic principles of living, according to the type of community and its individual problems.

2. Home rooms: They should be a creative part of the planning and administrating of school life. Programs for socialized living and student opinion can express themselves there.

3. School assemblies: They should be student planned, organized, and executed for the welfare and recreational education of the school.

4. Clubs: Each club should be faculty sponsored but student organized as student needs to qualify their existence.

5. School publications: Should be a creative outlet for student opinion as well as an experience in critical social living. They should be truly student activated.

6. All physical activities: Both recreational and corrective should be with a view to pupil need and individualized rather than primarily competitive.

7. All social experiences: Should be provided for as experiences in group living in cultural and social amenities. They should answer the student's individual needs in terms of generally accepted good manners in accordance with the particular social group of the specific local or community situation.

8. The school: Should become an actual place where democracy is practiced and where the individual receives recognition in the light of his particular aptitudes, hobbies, or creative interests and achievements. It should be a community school and guide as well as reflect the growth of ideas in the community.

TENTATIVE CURRICULUM SETUP ACCORDING TO THE CREATIVE ACTIVITY PRINCIPLE

The functional theory underlies the activity principle of the Broad Fields Curriculum—a flexible curriculum in which the fields of experience-getting continues on within the school and extends beyond the school situation.

The individual can find real individual experiences in terms of his own needs and yet retain his place as part of a social, academic whole. Class periods become elastic with the needs of the students. Education goes on as a dynamic changing process.

Life within the curriculum is a living of the present and in accomplishing the present activities well, continue into a future growth that is always a part of the student's present. Life and school become inseparable in function and experience joining. The school can develop sensitivity to problematic situations and intelligent solving of them.

The future as well as the present of the student is carefully planned for, as well as the welfare and reconstructive elements in society will continue with the pupil as an integral part of it.

It gives him experiences which are broad enough, yet specialized also, that he may take his place in society as an economically secure and socially responsible citizen, capable of meeting the changing conditions of the age.

This Broad Fields Curriculum is a framework capable of adjustment to the needs of the students, which is the vital function of activity education.

EXPERIENCE FIELDS AND THEIR RESPECTIVE AREAS Social Studies

Community life

State and national problems

World relationships

Problems and studies in American civilization

Language Arts

Communication of ideas

Creative writing Social amenities

Club meetings and procedures

Assembly groups and group addresses

Dramatics Periodicals

Science—Mathematics

Observation and experience indicate that scientific knowledge which is related to the lives of people in general and which will promote health, social and economic adjustment, proper scientific attitudes, and the habit of reflective thinking should be provided for all pupils. That portion of the science field which develops special interests, hobbies, or vocations should be provided for special groups.

In mathematics the material should:

- 1. Be interesting to the child.
- 2. Assist him in satisfying a felt need.
- Provide for the solution of problems that are significant to him.
- Be easy enough to enable the child to experience a feeling of success and yet difficult enough to challenge him to real effort.
- Be based on or related to past experiences of the children.
- 6. Help the child to achieve his purpose.
- Be an incentive for the development of essential techniques, with particular reference to judgment and problem solving. (Continued on page 299)

Chamber Music

'HE TERM "Chamber Music," as applied to musical experience in the high school gained through the medium of small instrumental ensembles, has a connotation more nicely related to the German term Hausmusik than to chamber music in the usually accepted sense of the term. In its purest sense, it is true, chamber music simply means music which is played informally by a small group of instrumentalists, one player to a part, the performance to take place in a small room. Too often, however, the term has come to imply, further, the expression of a perfected skill and coordination that is possible only to highly trained artists and that will be listened to only by the aristocracy of music lovers. In other words, chamber music is esoteric, "high brow."

To make "Chamber Music" mean "Hausmusik" should be the aim of the instrumental teacher in the high school; and it should be understood that in furthering such an aim, the cause of chamber music in its more sophisticated sense will not suffer. Since the performance of any such music demands certain qualities of excellence that include seriousness of purpose, understanding, and experience, there should be no hesitation on the part of the teacher to endeavor to instill into his young students a desire to meet these demands. Regardless of whether the group be inexperienced novices or more highly trained musicians, the opportunity of instilling a desire for excellence is there; excellence is a matter of degree; and a desire for excellence will naturally lead to a higher degree

Participation in small ensemble work enriches musical experience and develops fineness of discrimination and taste; it develops an aesthetic response to tone and tonal design; it inspires a deeper interest in good music. The values of participation are indeed manifold. As a means of utilizing lesiure time there is no more valuable activity, for it carries the work of the classroom directly into the home and gives subtle and happy assurance that it is developing wholesome social interests of a highly valuable nature. Playing done informally at home with a small group of friends or other members of the family will leave life-long impressions of inestimable cultural worth upon the boy or girl who participates in such activity-perhaps more than can be gained by participation in ensembles of larger symphonic proportions. Life situations are closely built about the home, and chamber music of the variety enjoyed in the American home will be found to have a deep and abiding influence upon those who play it.

ORGANIZATION

Organization and supervision must be left to the individual teacher, who must solve his own problems. Within the several class groups in EARLE CONNETTE
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the junior and senior high school, will be found many boys and girls eager for the opportunity to join with others of their own age and stage of technical ability to make music outside of school hours. To group such pupils into congenial playing combinations will be the prerogative of the teacher. They need not necessarily be grouped into the traditional chamber music patterns, i.e., string quartet, piano trio, woodwind quintet, etc., especially in the less advanced classes. Almost any combination of instruments may be grouped to form a playing ensemble. Of more importance will be the necessity of keeping all members of a group fairly within the limits of the same neighborhood, so that they may rehearse at one another's homes more conveniently. Better still is the method of suggesting to pupils that they form their own combinations. They will usually select, as members, boys and girls of their own social and tempermental spheres. As long as their object is a serious musical effort, they should be encour-

MATERIALS AND EQUIPMENT

After the groups are organized, they must be given music to work with. For the teacher to suggest that they buy their own music would probably dampen the ardor of most pupils. Usually they can ill afford the necessary funds to supply themselves with the necessary materials on which to work. The teacher must, therefore, always have on hand a generous supply of music of all grades of advancement, from the simplest of folk tunes arranged for beginners to the more advanced work of the masters. There is a wealth of good music, edited and arranged by discerning musicians primarily for the purposes of school ensembles. From simple folk tunes, admirably set for groups of three or more instruments, through progressively more difficult arrangements of well-known masterpieces and original works treated in such manner that they may be played by combinations of heterogeneous instruments, to the chamber music of classical literature, one may find an almost unlimited supply of material. As a guide for the selection of such material the teacher shouuld consult the graded list of ensemble music carefully selected and graded by the Sub-Committee on Ensembles of the Committee on Instrumental Affairs for the Music Educators National Conference, published in 1942. Also, by keeping abreast of the current output at all times, no teacher need be in want of material. Needless to say, emphasis upon music of good quality and adapted to the group should be in the mind of the teacher at all times.

PROCEDURES

The next step is one of subtly molding the raw material of potential musical self-expression into coherent form. Much of the teacher's work can be accomplished by suggestion and encouragement, rather than by formal assignment. His guidance furnishes the spark of inspiration to the various groups, who must be made to understand that the best way to attain good results is to have regular rehearsals. It might be suggested that members of a group arrange their own regular meeting places. Each member of a group might act in turn as host in his home, and at the convenience of the teacher each group could be heard perhaps once a week in school during an activities or after-school period, at which time the teacher would coach the ensemble. In some situations where there is available room, a group might absent themselves once a week for rehearsal from the regular orchestra or band period.

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As a basis for a beginning in the elementary phases of the work, material used in the daily class work in orchestra or band should be used. Then from time to time the teacher may present other material of the same grade, with the understanding that after the players have practiced a piece at home once or twice, he will listen to them and coach them in the interpretation and enlarge their understanding as to its design and Needless to say, in the beginning the work of elementary groups will sound chaotic and will require considerable patience and help on the part of the teacher, but if interest is maintained and properly motivated, results in due time will be good; youth's natural desire for self-expression and its boundless enthusiasm work toward successful ends.

The more advanced groups can be handled less formally. Being more mature and experienced, they should be encouraged to select from the library such music as they wish to work on, being guided by the suggestions of the teacher as to its suitability to their needs. The teacher, in making selections, should provide music well within the technical ability and musical experience of the group. Only occasionally should material of more difficult range be recommended, and then only to set the goal toward a farther horizon. Where students are studying privately, it should be suggested that they take their parts of this advanced material to their teachers for further coaching and preparation.

As a rule, the motivation of this work should not be the desire for public performance. Playing for sheer enjoyment derived from the activity should be sufficient reward and an end in itself for most of the groups under consideration in this course. The attainment of a keener sensitiveness of tone quality, intonation, reading ability, and musical feeling—all of which lead directly to a sense of interpretation and style, when developed to its fullest capacity in pupils,

should satisfy them and their teacher that their participation in chamber music playing has been well worth while. However, there will always be the more highly sensitive and better equipped students who are capable of playing music with advanced technical and artistic ability. For such students, the teacher may well hold out the inducement of public appearance. They may play in the school assemblies and on occasion serve at club and community functions. In so doing they will be acting as admirable examples for their younger and less experienced schoolmates in the other ensemble groups.

ATTAINMENTS

As the ultimate attainment, this course should strive to make pupils want to play their own music rather than to listen to others play, and to make this playing a habit which will carry over into adult life. Such playing, in an atmosphere of wholesome, congenial good-fellowship, contributes a spiritual exhilaration unknown to anyone who has never taken part in chamber music practice. To open the eyes of youth to this field of musical experience will add one more avenue of approach to that goal of culture for which education should strive; it will contribute one more force to the civilizing influences of art in a world that is badly in need of such influences.

The Creative Activity Program (Continued from page 297)

Provide for acquisition of enriched knowledge.

Physical training.

- 1. Individual activities
- 2. Group activities
- 3. Athletic competition
- 4. Social games

Creative and Recreative Arts

Music

Painting

Sculpture

Design

Dancing

Practical Arts

Industrial arts

Pre-vocational education

Trade and industrial education

EVALUATION OF THE PLAN

- Makes attempt to meet the student's needs.
- 2. Recognizes democratic principles in school.
- 3. Develops recognition of attitudes and skills.
- 4. Makes use of community resources.
- Attempts to bring school and home in closer relationship.
- Attempts to make pupil conscious of social responsibility.
- 7. Gives pupil useful work experiences.
- Attempts to create within a student a learning desire which will carry over after formal education is ended.

APRIL 1943

School Clubs in Wartime

THE STRICTLY service groups for high school students are many at the present time. Among the most familiar are: the Victory Corps; the Junior Red Cross, with its varied activities; the Red Cross, giving training in safety; First Aid to the Injured; Home Nursing, training high school girls to aid in the hospitals; and student participation in the many different varieties of scrap drives.

Should we be too much concerned if some of the traditional clubs seem to be losing their place? For years we had an active mathematics club which during the past year ceased to be. Other club sponsors became alarmed at the apparent decline in club interest.

The war come, with factories becoming war plants and new demands being made on workers. High school students come from the homes in which fathers and brothers—yes, even mothers and sisters—are forced too meet new demands.

For years a seven-foot slide rule had hung on our classroom wall with only occasional interest manifested in it. One morning in September a boy brought his slide rule to homeroom and asked to be taught to use it. He was asked if some of his friends might not like to do the same thing, because a project which calls for a group working at the same thing is more interesting than that of one individual. Forty boys and girls, some from each of the four grade levels, responded to the call.

The time for meeting became a problem, with so many boys and girls working after school. Someone asked if we could not meet during the noon hour, which is just sixty minutes in length. Thus it started. Forty students with two teachers met in a classroom to eat their lunches and to learn to use the slide rule. Not all remained, but a sizable group continued. The group met each Tuesday noon for a semester, during which time the students became sufficiently proficient to use their tool to solve many of their problems in chemistry, physics, and mathematics.

Early in the second semester fifteen sophomore boys asked to join the Slide Rule Club. Now there are two groups working simultaneously. The advanced group is going on to learn to do further work with their tool, but they also enjoy taking time to help the beginners.

A Map Reading Club started similarly because some boys felt that it might be valuable to them later in the armed services of our country. They, too, meet during the noon hour, with a geography teacher as guide. These students are discovering that there are several kinds of maps and more than one kind of projection to make a map, besides getting acquainted with the terms of map reading. More important, perhaps, each is developing in himself a global-mindedness

MARY A. PETERS Elgin High School Elgin, Illinois

which is most essential today in this global war. For some time there has been an Airplane Club, but recently a group of interested boys asked for a Glider Club. Of course they do not have a glider, but they are discovering for themselves, under the guidance of the teacher of aeronautics, the cost of a glider and whether one could be made available if they can devise some scheme to raise the necessary money to buy it. They are gaining valuable information through conferences with local air men concerning instruction in the use and handling of a glider. Even though they may never get a glider, they are satisfying that inner urge which is present in our students during this time of stress.

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The Senior Literature Club is not a new club. It is a revitalized club under the direction of a keen-minded English teacher. The club is securing books for the boys in service. This is a tangible contribution to satisfy a desire for action. In their club meetings these students are studying literature from the standpoint of producing it. They are learning to write clearly and to think clearly through the essay, through poetry, or through some other form of literature.

These students have the opportunity to express their emotions frankly and sincerely to a sympathetic group of critics. The club will publish a collection of the best of their own writing. Some of the best in literature comes out in stress. Perhaps the seed is being sown among this group of young students who feel a need to express their pent-up emotions.

These are but a few of the possible clubs that have started because the students have wanted something. Students like such clubs, because each one is doing something all the time, and the informality allows for a working together of kindred spirits in comparing results and making progress.

Such clubs are an inspiring challenge to the teachers fortunate enough to have the opportunity to guide them. Such clubs make definite contributions in their own right. Such clubs are morale builders in that they satisfy a desire in the student to do something useful, to feel that he is helping in this day of war.

Perhaps it is this type of club which will fulfill the prediction of McKown in his book "Extra Curricular Activities" when he said that "in a few years in the modern high school with the exception of the recreational, service, and honoring clubs, there will be no such activity as an organized school club."

McKown, "Extra Curricular Activities," Macmillan, 1937.

Making Announcements Educative

School pupils and teachers hear thirty seconds of music, such as a part of the New World Symphony, and the words, "Good afternoon, this is station WAHS bringing you your daily announcements." The short musical introduction gives pupils and teachers an opportunity to put aside books, papers, and last minute details and get ready to listen. The announcer's opening is followed by a reading from the Scriptures, and between that reading and the first part of the announcements, there is another brief interlude of music.

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Then there follows the reading of the usual announcements, which consists of reminders of club meetings, changes in schedules, committee meetings, lists of pupils for various purposes, lost and found notices, requests for pupil services or participation, congratulations for achievement, and the like. Interspersed in these announcements or perhaps following them, there may be special dramatized or "on the spot" announcements of drives and outstanding events such as class plays, games, dances, ticket sales, war stamp sales, yearbook or school paper drives, and special programs. These so-called "special" announcements may be part of a campaign for school improvement, such as the "A-Tone" series or "Better English" or they may be a part of a series on problems such as the selection of subjects for the coming year.

Aside from being a somewhat novel method of making daily announcements, the situation is exploited as completely as possible for its edu-The entire ten minute cational possibilities. daily period is in the hands of pupils, usually eleventh or twelfth grade, in a second-year speech class. The entire program, with the exception of the teacher-written announcements for the bulletin, is written, directed, rehearsed and produced by these pupils. The controls, sound effects, and music are managed by a student "engineer." When broadcasts are made from "remote control" stations, such as the auditorium, music room, or a class room, students set up the equipment and manage the entire broadcast. Aside from in-class activities, the only part the teacher plays in the presentation is general supervision and approval of material and the program outline to be followed.

Programs and special announcements are written as a part of regular class activity. They are then read to the class and the teacher, and they as a group decide whether or not the writing is suitable for broadcasting. If it is not, the pupils are encouraged to try again, and the practice of using scripts as soon as they are considered worthy gives an incentiive to class activities that would otherwise be hard to obtain.

Each week the instructor selects four different students to participate in the actual broadcast. HARRY G. DOTSON
Assistant Principal and Speech Teacher
Ashland High School
Ashland, Ohio

A realization on the part of the pupils that their participation depends on their ability to speak and read exceptionally well gives them an incentive to improve rapidly, and they accept the challenge.

An attempt has been made to make the presentation of these programs as much as possible like that of a commercial station. The "studio" from which the broadcasts are made is a small room near the office and the speech classroom. Connected to it is a still smaller room which houses the controls, and from which it is possible to direct what goes on in the "studio." In the control room the program is heard exactly as it is in the classrooms by means of a monitor speaker. The situation, taken in its entirety, is one of the best educational situations we have been able to conceive. There is neither time nor space here to give all of the details as to special broadcasts and programs which pupils have arranged and presented. They have observed special days, and hardly a week passes but that some special school event receives extra emphasis. That their writing is practical and timely is evident from the following sample of the writing of an eleventh grade member of the class.

SPECIAL-SUBJECT SELECTION

Many events and realities are beginning to drive home to us the fact that this school year is becoming history. Next Wednesday we shall begin another project which will definitely bring to mind the next school year. The eighth graders for the first time, and the Juniors for the last time, along with the ninth and tenth graders, will begin to consider subject selection for next year.

Probably our comments today should be addressed to you eighth graders. For the first time, you must make really important decisions about the subjects you are to study. There is one factor more than any other which should influence your choice. Your probable vocational selection, or if you are undecided, your vocational aptitudes, must guide your choices. If you are so definitely undecided about any vocational possibilities, then you must plan to build your course of studies so that it will be of practical value in any line of work.

We must also consider the requirements for majors and minors, remembering the number that must be completed. Juniors should keep in mind the fact that they must complete these majors and minors in order to graduate next year.

There are problems for all of us. Don't wait

until the last minute to consider your subject selection and then take whatever your friends do, so you may be in the same classes with them. Begin thinking about these things now. Have a talk with Mom and Dad, consult your teachers, and be prepared when the time comes to make final selections.

Now Is the Time for an All-school Banquet

HELEN CRANDALL Commerce Teacher Britton High School Britton, Michigan

TEACHERS, do you find that in the spring, at the end of basketball and before the beginning of baseball, there is a lull in all activities, when the adolescent's fancy wanders, sometimes to truancy, when you, yourselves, would like to wander, and when there is general unrest throughout the school?

It was during just such a period about five years ago that, through the general desire of all the students to offer congratulations to deserving athletes with more formality than usual, the sophomore class with the aid of other classes offered to sponsor an athletic achievement banquet. The banquet was successful, and since then the sophomore class has given a similar banquet each year. However, awards are given not only to deserving athletes but to music students, to commercial students, and to other good citizens of our small school with its one hundred students. Of course, it is not required that the sophomores give this banquet, but it regularly slips into the yearly program.

Last year, about two months before the usual time for the banquet, a worried sophomore came in saying, "Miss Crandall, don't you think we should start plans for the Achievement Banquet at our next meeting?"

"Yes," I said, "why don't you make the motion?"

Detained on my way to the meeting. I arrived in time to discover that we were going to sponsor the banquet and that I had been elected general chairman. When I suggested that perhaps one of them would rather hold that honor, I was only met with. "But we won't quarrel with you, and you have had more experience." Well, I gave up and suggested the committees we would need. They included committees on food, program, and decoration. The class elected the chairmen, and they remained after the meeting and chose their helpers.

The food committee planned a menu, met with an experienced cook to find out about amounts to be furnished, and divided the job of supplying the food among all the students. A list of things needed was posted and names checked off as food came in. All students knew that each was furnishing about thirty cents worth.

The program committee met, arranged for a speaker from a neighboring college, selected songs, and chose members from the assembly for toastmaster and miscellaneous entertainment.

The decoration committee attractively arranged and mimeographed programs, and also planned the color scheme, cut mottos from cardboard, and made clever mint baskets. All of this work was done in advance, during the ninth hour periods, so that only the actual cooking, table setting, and decorating had to be done at the last minute.

The only undemocratic part of the banquet, it seems to me, was in that the teachers decided who should receive awards, what they should be, and gave them out. However, many awards were given at the suggestions of members of the student body. Many of the students, however, were thrilled to receive awards that they did not expect.

This banquet was not especially different from other banquets, but it offered many values to the class and to the whole school. Since I seldom entered the room, the students had a chance to use their own initiative in all of the work during their leisure time. It was they who selected a theme and worked it out harmoniously. The afternoon of the banquet I walked into the room and found the motto on the wall, air planes suspended from the ceiling, flowers on the tables, crepe paper drapes at the doors, ugly posts covered, tables set, and girls peeling potatoes. There was no need for my being there at all.

The banquet brought out leadership that I had not expected. One girl who never would give class reports or take part in class discussions was efficiently directing her committee on decorations. This same girl, an average student, had always said that she was unhappy in school and would like to quit, but, perhaps, she will soon feel that she has a part in the school

Our students gained confidence in their ability to entertain through the knowledge learned in working on committees, setting the table, and arranging the place cards. Through our discussions, they learned how to conduct themselves and how to dress. One of the boys asked me if I thought that it was appropriate that one upper classman should have worn a sport shirt. A girl thought that one table was a bit too noisy.

Two sisters who had been seldom noticed played their banjos and sang. The great applause from the student body made them feel they belonged to the school. The toastmaster, a quiet senior from a respected family, exhibited a naturalness and sense of humor which showed ability to lead in the community.

These are only examples of a few individual values such a banquet tends to bring about. It also brings forth a general good feeling among students and between students and teachers. Too, the natural wayward energy of this time of year is constructively used.

Educational Possibilities of a School Newspaper

ODERN education seeks to guide the pupil's growth through a series of experiences which make the most of his natural environment to enrich his understanding and appreciation of the community. The school should select and emphasize the most wholesome factors in order that the pupil may understand the life about the school, his relation to it, and its relation to the outside world.

Teachers are making studies of individual pupils, instead of academic subjects merely, resulting in the establishment of new objectives. Former practices are being reshaped. The concept of education is based upon experience and therefore provides opportunities for first-hand experiences, participation; investigation, creativity; enrichment and extension of interests; and growth in self-direction. The school newspaper opens up countless avenues for the development of special interests, inherent tendencies, and individual capacity.

Studies in education have shown that there is urgent need for both teacher and pupil to adopt and put into practice a social point of view. Ample stimulation for educative social experiences is provided through newspaper activities, for through them the pupil becomes more actively aware of the interdependence of the members of a community and his relation to the community as a whole. The potentialities of a correct social attitude are often unrecognized because of a lack of realization of its value as an educative factor. The variety of expression called for not only encourages originality, but group participation in cooperative enterprises provides opportunities for growth in the development of personality. Schools must face the necessity for adapting educational programs to the specific needs and ability of each individual pupil.

Effective living in a democracy depends upon the degree to which individual contributions are recognized and provded for. Activities such as a school newspaper not only recognize the educative value of participation. They provide for the expression of individual differences by furnishing opportunities to gain experience which enriches subject matter and thus makes it more meaningful. Confidence developed thereby may enable the pupil to attack new situations. Accurate observation and reporting of facts and responsibility in management, both provide for individual exploration and experimentation.

In the establishment of a newspaper, the school may easily become a laboratory for the development of citizenship in a democracy. Constructive cooperative integration may be stimulated. Practice in sentence structure is afMILDRED K. BICKEL Shore School Euclid, Ohio

forded. Arithmetic, logic, and spelling become necessary tools. Pupils have a chance to use what has been learned and to enjoy the entire learning process. Emphasis should be placed upon an enjoyment of the process, together with an evaluation of the procedures, rather than upon obtaining a perfect finished product. The results of such activities radiate from the classroom and constitute an effective publicity agency to bridge the gap between the school and community.

The exercise of individual responsibility and pupil planning involved in such a venture tends to sensitize the pupil to the value and need for careful organization in order to synchronize certain group and individual operations. Real life difficulties of newspaper production may be visualized. Practice in planning, directing, and evaluating such procedures would call for intelligent observation, comparison, and considera-Situations involving vital problems extend the scope of interest and understanding.

It may be necessary—and indirectly quite valuable, especially for teachers—to evaluate the school program and determine the essentials before incorporating the production of a newspaper. Teachers will find that the other sub jects in the curriculum profit through its development-a more practical application of oral and written English for instance. Many opportunities to integrate the school program result, and practice in newspaper technique tend definitely to break down subject matter lines.

A broader outlook for the teacher may result from such evaluation, and teacher growth increased thereby. The broader philosophy of life gained by the cooperating teacher may greatly improve her teaching. The effectiveness of building such a stimulating environment is apparent in the enthusiastic responses of pupils who share in such adventures in learning as producing a newspaper.

Freedom to explore the possibilities of developing a newspaper, together with the encouragement of and the sharing of such projects by the students, can be invaluable stepping stones in advancing the art of democratic living. Such experiences help students to acquire the ability to adjust themselves to new situations, and gain appreciation and understanding of vocations through well rounded educational enter-

In summarizing the educational values of the school newspaper, the following criteria are set

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up for this work: (1) Seeing things in relation to others and to self gives the pupil a better understanding of his place in this busy world of ours, and enables him to see that people as well as material things have a definite relationship. (2) Understanding social relationship is necessarily concerned with human contacts. People in a democratic form of government should understand that upon them rests the responsibility for constructive development of cooperative living. (3) Increasing self-direction, or the ability to take the initiative, is important in a democratic set up, for it develops responsibility and encourages individual contributions. Recognition of the rights of others develops tolerance, promotes group cooperation, and encourages participation in activities. (5) Individual responsibility should be developed to stimulate interest in constructive programs. Sharing freedom and responsibility is necessary in an activity program, for the results depend largely upon the extent to which such development has succeeded. Informal procedures are necessary to promote participation in activities, but careful organization is necessary to secure intelligent direction in such procedures. (7) Experience situations leading to further growth should be recognized as important in stimulating interesting outgrowths of such activities as a newspaper. Other studies should become more meaningful as a result of some experience activities. (8) Constructive social maturity should result from enriched experiences, especially when they have been evaluated by the pupils and practical applications made of their contributions for the betterment of group living.

How High Schools Can Help the Morale

ESTHER G. SMITH Lehman High School Canton, Ohio

> "To you who now are fighting for The people's rights for ever more A Merry Christmas may we cry From all of us at Lehman High."

This verse appearing on a gay Christmas card made its way during the holiday season to Guadalcanal, Australia, Alaska, Africa, India and all parts of the United States, to carry a personal message to the boys in service who had graduated from our high school.

The creation and sending of the cards represented the cooperation of art, journalism, and commercial departments and the financial backing of all students in the high school.

How did so many pupils become interested in the project? First the art students were all invited to submit designs for a card which would be carried out in the school colors, scarlet and grey.

On the front of the card chosen was a tall

Christmas candle and holly in red and a photograph of the high school under which was printed Merry Christmas. On the inside was the small head of a polar bear—the school's (fighting) sports insignia—and the above verse. The card itself was made from light grey paper flecked with silver. All details suggested the school and its traditions.

Next the sixty journalism students were asked to write Christmas messages in verse. Although the commercial thend in greetings for cards is not of the rhyming variety, the pupils like the idea of a short poem. Much discussion ensued before the final choice was made. Students suggested that the message should not be too sentimental, that it should not be too flippant, that it should not discriminate against any branch of the armed forces, and that it should be personal. Sixteen of the best greetings were published in the school paper as a special feature. This proved a doubly satisfactory project.

The head of the commercial department agsumed the task of compiling the list of graduates in the service, with their addresses, of supervising the addressing of envelopes, and of mailing of the cards.

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How was the cost of the project financed? The pupils were asked to bring sales tax stamps to be redeemed. The amount of money secured by this method was not only sufficient to pay for the cards, but to enable the journalism department to send the school paper to all the boys in the service.

To let the students know the great satisfaction and pleasure the cards brought to the soldiers, a bulletin board was placed in the corridor. On it were posted all the thank you notes and letters which came in and which are continuing to come in from the boys in the camps and on the front.

Just a few excerpts from these letters:

"I want to express my heart-felt thanks for the Christmas card I received today. . . . I am sure if you of Lehman High, whether it be student or faculty, with whom the idea originated, could have seen my face and the faces of the other boys to whom you sent cards, you would have considered yourselves repaid a thousand times."

"Just a brief note to everyone back in the Old Alma Mater to express my deepest thanks for the timely Christmas greeting. It is very nice to realize that those back home are thinking of us."

You may say that the Christmas season has passed. Yes, but this type of project could be carried out in connection with any of the holidays in the latter part of the school year: Valentine Day, Washington's Birthday, St. Patrick's Day, Easter, Memorial Day. Moreover, a special card picturing the school and commemorating some tradition in the school's history might be the subject of a personally designed card for the boys in service at any time.

Our Band and How It Grew

HY CAN'T we have a band in our school?" The asking of that question has resulted in our band. Because the question is universal among boys and girls who like to play musical instruments and because the answer is not always easy, I am presenting in this article the first steps we took and the problems we solved as our band grew from an idea to a reality. We are indebted to Glenn, the boy who made the challenging inquiry, to the teachers, and to the students in our school who have shared in the development of this thrilling adventure—also to the mothers and fathers whose untiring support gave us courage to continue.

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Our school accommodates nine hundred students, about three hundred of whom are in the junior high school unit and the others in the first six grades. Since its opening in 1929, there has been an orchestra varying in size from ten to twenty-five members. Perhaps it was because of all the girls in the violin section, that Glenn thought a band should be organized for At least, the question aroused an the boys. interest on the part of his teacher, who conducted a survey of instruments lying idle in attics, basements, closets, and garages. The result was encouraging enough to further investigation of the cost of instrumental instruction, the time available for practicing during school hours, the parental attitude, and the number of students with a desire to learn.

Much to our joy, we found that there were several boys taking private lessons on cornets and trumpets. There were a few who owned clarinets or saxophones, but there was no instructor. Thus, our need was for a clarinet and saxophone teacher.

A young man who had studied professionally and was trying to support himself by giving private lessons accepted the challenge. He agreed to teach groups of three or four, each student paying twenty-five cents a lesson. Our next problem was to find more students wishing to play the saxophone or clarinet, for there were only three. An assembly program in which the instructor gave a twenty-five minute clarinet, recital solved this difficulty. Buzzing boys and girls swarmed about, following the assembly, asking: "How much does a clarinet cost?", "Is it hard to play?", "Where can I get one?"

Then one of the music teachers devoted several periods in every grade to the discussion of instruments, showing pictures, and inviting students who played to demonstrate for her classes. Within a week five new clarinets were proudly displayed by their owners. This was January, and our instrumental classes were under way, with eight pupils receiving two one-hour lessons weekly in groups of four at a cost of twenty-five cents a lesson. We looked forward to a full band by June.

STANLEY M. METZGER Principal, Henry W. Longfellow School Binghampton, New York

Soon, however, we realized that many unforeseen problems were to harass us before a band would play from our auditorium platform. The advertising we had done was bearing fruit. Fred found in his attic a saxophone that his uncle had used in the army. Joe heard of Fred's find and told his mother, who remembered a violin her sister had packed away in a closet. Similar discoveries produced a trombone, a cornet, two more violins, a tuba, and a great deal of interest.

One problem was the cost of repairs. Bridges and strings were broken, valves were jammed, pads were lost, the hair on the bows was frayed, and instrument parts were missing. Families sacrificed three or five dollars to have the instruments repaired, and in a few instances the school used money from a general fund. The number of students desiring lessons increased, and our woodwind instructor started classes for trumpet and baritone instruments. This had all taken time, and June was at hand with our prospects of a band still only in the future.

As the year drew to a close, we discussed our accomplishments and looked ahead. We had made advances in numbers, but the project had added another burden to family incomes. Many students were in default of the twenty-five cent fees, lesson books had been an unexpected expense to parents, and new reeds were costly. Students had not practiced as much as was desired, and teachers were beginning to miss them from classes during their weekly lessons.

To eliminate the financial strain on the family pocketbook the school would have to raise the money, employ the instructor, and give free lessons. To accomplish this, we purchased a sound movie projector and gave performances every Friday evening. From this we realized an income which made it possible to pay the instructor one hundred dollars for the term's work and to buy band books in addition to paying a monthly installment on our movie machine.

The idea of free lessons spurred parents to new heights in furnishing instruments, and soon a survey revealed that sixty-five students were waiting to be given time to study instruments that ranged from flute to violin. The instructor was giving eight hours a week to our pupils for the meager funds we could supply. Of the sixty-five students requesting lessons, fifty had brass or woodwind instruments and fifteen violins to supplement the orchestra.

The vocal teachers assumed responsibility for the violin lessons. The instructor could work into his program thirty-two students, leaving

eighteen beginners without lessons. It was Glenn, the boy who started propagandizing for a band, who now volunteered to teach these new prospects the art of playing a brass instrument. His friend, Perino, accepted a similar group for lessons on the clarinet and saxophone. These boys were not professionals, but they were seniors in the junior high school, their fundamental instrumental teaching had been sound, they were willing to teach. Though many a headache had been caused by the struggle to keep everyone happy, there was a certain satisfaction in seeing our orchestra increase in size and in seeing a group of twenty-five boys and girls meet once a week for, what everyone called a band rehearsal. The first year of our instrumental program was drawing to a close. Again, we looked forward to June and a band concert.

We did not realize that yet another season must pass before our band would present a public performance. A major crisis arose when our instructor returned to New York to continue his musical education. What to do? Parents had bought instruments, the school had invested in band books, and students were enthusiastic. We were forced to continue. Local instrumental teachers were interviewed, but our limited funds prevented us from securing their professional services. Good fortune blessed us, however, when a young man, a senior in a near-by college, wanted experience in teaching. We could offer the experience and seventy-five dollars for the spring term. He accepted and we sighed with relief.

But this was only the start of our instrumental program. For the next three years, we profited from the struggles we had endured. During this time we, as an independent school, raised over eight hundred dollars through our movies, school dramatics and, in small part, by pupil fees. A children's home in our school neighborhood became interested in our project and invested in twelve instruments, in addition to presenting us with a hundred dollar gift each year for two years. The high schools, realizing that their bands and orchestras were dependent upon the musical talent trained in the smaller units, loaned instruments and instructors. Supplies were purchased and sold at cost. Lessons were continued through the summer months. During the school year, cocoa and sandwiches were served to band and orchestra members so that a longer practice could be held during the noon lunch hour.

At the end of the second year of instrumental instruction our band presented its first assembly concert. For this occasion we had the gift of some discarded band uniforms. Those of us who had been working with these boys and girls during this time were more than repaid for our efforts when forty band members in blue and white uniforms played the opening strains of our national anthem. Since then, the band has performed for graduation exercises, exchanged programs with other schools, and, with the orchestra, presented a music festival each year for the enjoyment of hundreds of mothers, fath-

ers, and students.

No article of this kind would be complete without the personal story of two or three of the students we have served. Charlie found school subjects difficult, but he wanted to play in the band. Most of all, he wished to join the Marine Band School. He was told that a high school was a prerequisite. Subjects did not become easier, but music was his career, and he eagerly spent long hours in study because a high school diploma was essential for admission to band school. He is now tooting his big brass horn more lustily than ever; for he is ready to enroll in the Marine Band School.

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Finding Lloyd was like unearthing a diamond in our own back yard. It is enough to say that six months after Lloyd started playing the clarinet he gave his first assembly recital, and one year later he was presented to the radio audience.

James was a "problem boy.' He wouldn't work, he wouldn't even try to do his best. When asked if he could do just what he wished, what it would be, he said, "I'd play a violin." That day started a new phase in James' life. He was then twelve, in the fourth grade. Ever since, he has been spending eighty per cent of his school day with a violin under his chin. He will never graduate from senior high school, but he is good enough to command a first violin chair in the high school orchestra. His ambition is to play in a dance orchestra. If he is as determined five years from now, Jimmie will have achieved his heart's desire.

These have been our struggles, our joys, and our worries. In the end, our board of education recognized the work and furnished an instrumental teacher. But we proved to ourselves, to our student body, and to our community that it could be done, independently. Likewise, in every community, there are groups of boys and girls asking, "Why can't we have a band?" Our reply is, "It can be done with a little guidance and encouragement from the teachers and parents."

A Three-Flag Pole in Every School Yard

Six hundred schools in northern California were first to report their eligibility for the new Treasury Flag Award for schools, while on the other coast, both Massachusetts and New Jersey have now passed the 200 mark in Schools at War flag raisings. Virtually every State has reported its first award. Have you had your flag raising yet?

The new Treasury flag, specially designed for schools, may be flown by any school in which 90 per cent of the pupils invest regularly in War Stamps or Bonds. When a school falls below 90 per cent participation in any month it loses the privilege of flying its flag for the succeeding month.

The Schools at War flag shows a Minute Man in blue, ringed by 13 stars, against a white background. It may be purchased upon receiv-

After School--What?

WITH the approach of the end of the school year, students are considering what they will do next. The objective toward which the program reported below was directed was the presentation of the different kinds of educational opportunities open to high school graduates. The method is a panel presentation and opportunity for questions following the panel.

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PRESENTATION

About one-fourth of our students will leave our school this year and not return. Most of them will be graduates. Even freshmen are thinking about "after school . . . what?" The students on our panel will present today the different types of schools; they will tell you about the kinds of opportunities offered and present some of the characteristics of these. If you have any questions, you may ask them after the speakers have finished.

Schools are divided into two classes. Those attended by only one sex—boys or girls; and those where both boys and girls attend. The latter are called "co-educational." Girls' schools are frequently termed "women's colleges."

A further classification results from the number of years of college work offered. Those schools which have only the first two years are known as "junior colleges." These are usually in larger cities, and are organized for the continuation of educational opportunity while living at home after finishing high school. Colleges offering four years of work are "senior colleges" and those offering advanced work are "universities." University is such a broad term that it includes opportunities in many different lines.

Colleges may further be divided according to the type and nature of the courses offered. Professional training for lawyers, doctors, dentists, teachers, and engineers are offered in all universities and in many colleges. Some schools are specialized, in that they prepare for only one occupation, and the length of time required depends upon the school and the occupation.

The first speaker will tell us more about the university and liberal arts college.

FIRST SPEAKER:

A university consists of several different special schools, which may use the same buildings but offer different courses leading to different kinds of occupations. If you look through a university catalogue, you will find some of these schools listed: School of Engineering, Law School, Dental School, School of Education, Medical School, Agricultural School, etc. Sometimes these are called "colleges" rather than "schools." In most of them, work is completed in four years, and a bachelor of science, or bachelor of arts degree is granted. In Law and Medicine a five or six year course is the mini-

J. PAUL GARDNER
Principal, Greenville High School
Greenville, Illinois

mum. Most four-year colleges not a part of a university offer courses leading toward only three or four general professions. These are known as "liberal arts colleges," and their courses are more of cultural value than that of giving specific training which will help you in some occupation. Courses are usually history, English, Mathematics, Language, Philosophy, Geography, etc.

The tuition charge made for attendance at a university or college varies. State Universities or Teachers Colleges make a small charge, from \$50.00 to \$100.00 a year, while most private colleges cost \$150.00 to \$250.00 per year for tuition alone.

SECOND SPEAKER:

My job is to tell you about business schools. Business colleges are usually privately owned schools, not in any way connected with state universities or state colleges. They offer definite training to fit you for some position in the field of business. Stenography and Bookkeeping are the most popular callings provided for by these Courses in typing and shorthand, accounting, business law, and training in the operation of special kinds of machines are examples of courses offered. In most business schools your tuition is based on the week, and the length of time you attend is based upon your skill and achievement. Many of these schools also get positions for their graduates but do not send a person out until he or she is capable of handling the particular position. Usually you attend a business school five days a week; a few operate six days. Most people are placed in a job after a year or less time.

THIRD SPEAKER:

I want to tell you about trade and technical schools. There are several different types. A few are very much like regular colleges or universities, in which general studies such as history, English, and languages, along with specialized courses in engineering, drawing, etc., lead to engineering, home economics, agriculture, pharmacy, and commercial degrees. In some of these, work experience must go along with the study. Others have six months of work and six months of college in the regular year.

Another type of technical school is that in which concentrated study is applied only to trades in which preparation is being made. No attention is given to literal training except as applied to that particular job being learned. These are classed as "technical trade schools." Training in auto mechanics, air craft engines, welding, carpentry, electricity, and telegraphy

are most common. The length of term is from six to eighteen months.

FOURTH SPEAKER:

The last type mentioned reminds me of the different types of schools which might be called "adult" or "continuation" schools. In these, most of the classes are conducted in the evening or by correspondence. These schools offer an opportunity, for those who have jobs, to get more education and thus become more competent to advance and get better positions paying more money. In adult or evening schools classes meet three or four hours, two to four nights each week. When skills are to be developed, the practice work is done at school, and lessons in the theory or why of it are studied at home.

Courses taken by correspondence or extension have assignments like any school, except that workbooks or questions requiring written answers are used, and frequent tests are given at the completion of units or parts. Usually such schools expect you to find some person who can assist you and who will be responsible for your tests and examinations.

FIRST SPEAKER:

All of these sound interesting, but how about the cost of them?

SECOND SPEAKER:

No doubt the cost is dependent somewhat upon the length of time you attend. The cost of board and room when you go away to school is a large part of the expense. Tuition, the charge made by the school, is smallest for state schools. Private schools are four-year colleges called endowed schools, because they are maintained by interest on gifts to the school. They have a higher tuition schedule. When you have to go away from home, the cost of a year of college varies from \$750.00 to \$1000.00. This cost, of course, is dependent upon where you live, the amount you spend for clothes, and social activities you engage in.

FOURTH SPEAKER:

And trade or technical schools and commercial colleges have somewhat lower tuition rates, but they are based on so-much-each-week or so-much-for-the-course.

SECOND SPEAKER:

But how can I find out which kind of a school I should attend to get the best training?

FIRST SPEAKER:

Talk with people who work in the occupation in which you are interested. Or, you can look through advertisements of schools and colleges in magazines. Our teachers can advise us too about different schools that offer what we want. Some schools have a national reputation, and you can learn about them from newspaper and magazine articles. One thing we can be sure of, the best schools will welcome lots of investigation, while others will want to have you sign up and pay a deposit before you know much about them.

THIRD SPEAKER:

Now that we know something about the different kinds of colleges, I would like to know

how I can be sure whether I should go to college or not.

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FOURTH SPEAKER:

What kind of an occupation will you prepare for? Certain kinds of work demand definite college training. Other work requires less education. Another factor is whether you have been a good student in high school. If you don't enjoy studying, you really have no business going to a four-year college. However, your study habits and success at college are also dependent upon how much you want to learn to do a certain job. If you are ambitious enough, even with only average ability, you will force yourself to do the best you can in college work. Ambition, perseverance, and determination will make a person of average ability successful in college.

Financial ability must also be considered. Although there are scholarships available to some students, and many students earn their way, too, it is essential that the person have some money—at least \$200 in order to start, with some extra money available for emergencies.

FIRST SPEAKER:

While some of us would like to go to college, more than half of high school graduates cannot attend college for different reasons, what chance have they to earn a decent living, be able to get increases in wages, and advance to responsible positions?

SECOND SPEAKER:

That is the topic for our next discussion. We will use the remainder of the time to discuss any questions the other members may want to ask.

A Three-Flag Pole in Every School Yard (Continued from page 306)

ing from the State War Savings Administrator a certificate that the school has earned the

privilege of flying it.

The Schools at War flag is the reverse and so quite distinct from the original Treasury Minute Man flag which all types of business houses have been flying in recognition of employee participation in the pay-roll allotment plan. Teachers and other school employees also may earn this Minute Man flag for 90 per cent participation in a pay-roll allotment plan and they may earn an additional insignia for the flag when 10 per cent of the total pay-roll is assigned to War Savings. The convenience of pay-roll allotment and receipt of War Bonds by mail is an asset to adults these war-busy days.

All reports indicate that pupils are pleased, excited and stimulated by the prospect of the actual flying of a flag showing their share in a war effort. Mrs. Harold E. Berliner of the Northern California War Savings Staff writes, "The schools have received the flag award with tremendous enthusiasm." Don't overlook this stimulus to your pupils' and your own investment in your country's welfare and your own futures. A three-flag school is the goal.—

Schools at War.

SCHOOL ACTIVITIES

News Notes and Comments

Hard hit by the war emergency, some school publications are being forced to suspend for the duration. Platform News, Portland, Maine, familiar to many School Activities readers, is among those discontinued.

Victory Farm Volunteers

Within the next few days a call will go out from the United States Department of Agriculture for 3,500,000 farm laborers to help farmers achieve the wartime food production goals set for 1943. More than 650,000 of these workers are needed from the ranks of high school students. To assure farmers of a labor supply at this time so that they will plant sufficient crop acreage to meet wartime needs, enrollment for late spring and summer work will begin immediately.

For some time the Office of Education and the Extension Service of the United States Department of Agriculture have developed a working plan to govern the role that schools can and should play in this important war effort. According to this plan schools will be called on to provide training, assist in recruitment and selection, and to participate at the State and local levels in the development of the program as a whole.

School cooperation will be achieved through the Victory Farm Volunteers which should be organized as a part of the High School Victory Corps. Schools which have not adopted the High School Victory Corps program are encouraged to proceed independently with the organization of Victory Farm Volunteers.

Two types of workers are urgently needed this year: (1) the worker who can take a farm job for the entire summer; (2) the worker who can perform specialized emergency jobs, usually harvesting jobs. To recruit and train such workers and to protect the interests of high school boys and girls are the primary aims of the Victory Farm Volunteers.

The Civil Aeronautics Administration announces its Examination on the Aeronautical Knowledge for High School Students.

The application forms for use by secondary schools interested in having students of preflight aeronautics take the examination in May,
June, September, or January may be obtained
by school authorities upon request to state departments of education. Each form provides
space for the names of as many as 50 students.
A separate form or forms should be requested
for each school desiring to give the examination.
Properly prepared application forms in duplicate
should be received by the Civil Aeronautics
Administration, attention General Inspection
Division, Washington, D. C., at least 30 days
prior to the date on which the examination is to

be given. The blank is identified as Request for the Private Pilot Written Examination by Students in High School Pre-Flight Aeronautics Courses, Form ACA 1159.

Students who pass one or more sections of the examination are awarded CAA Certificates of Aeronautical Knowledge. Students who pass the four sections of the examination are credited with the fulfillment of the ground school requirements for a Private Pilot Certificate.

"Speech for Morale," by Arnold E. Melzer, is a booklet giving the projects demonstrated at the N.E.A. Convention at Denver. This publication is distributed free, as a public service, by the National Forensic League, Ripon, Wisconsin.

Faculty members at Indiana State Teachers College know what their students think about them. Students rate their professors each year on ten points: affability, enthusiasm, industry, judgment, earnestness, scholarship, English, teaching procedure, stimulating power, and general worth. The plan is a definite part of the institution's policy to improve the faculty.—Youth Leaders Digest.

De Vry Awarded Army-Navy "E"

The Army-Navy "E" for Excellence in production of motion picture cameras, sound projectors and special training devices for the Armed Forces has been awarded to the De Vry Corporation, pioneer Chicago manufacturers.

Boys and Girls Week

Hundreds of communities throughout the United States are preparing for the 1943 observance of National Boys and Girls Week scheduled for April 24 to May 1 inclusive.

This year the observance of Boys and Girls Week takes on greater significance than at any time since the origin of the "week" in 1920, for never during the past 23 years has the welfare of youth been in greater danger than it is today.

Arsenal Technical High School's Community Service division (Indianapolis, Indiana) hands out "black out" spots at lunch time. As students go through the cafeteria line, Victory Corps members trained in nutrition standards check the trays. On trays with lunches below nutrition standards, a "black out" black paste board square is dropped.

After-school recreation centers and summer playgrounds will be more efficiently run with the help of Whittier Union Victory Corps girls (Whittier, California) who are training with physical education teachers to become playground directors. Other Whittier Corps members went to neighboring schools to assist in the

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presentation of the Victory Corps idea.

Forty-two girls in Patterson Junior-Senior High School are nurses' aids and serve 12 hours each week in 3 Baltimore hospitals. Hospital staff members train them and two of the girls plan to become student nurses soon.

A four-foot V in the entrance of the Essex County High School in Essex, Iowa, proclaims to all passers-by that it is a Victory Corps school. The Corps has made its presence felt by assisting with trial blackouts, aiding local farmers, distributing posters to businessmen, buying war bonds, and keeping in touch with alumni now in the armed services.

Marshall High, of Chicago, Illinois, is celebrating its twentieth year in the field of high school journalism, and for the first time in the history of the school, a girl will lead its publication in the capacity of executive editor. Attaining this position is Joyce Turovlin, a former assistant news editor. Three other editor posts will also be held by girls this coming term.— School Press Review.

"Handbook on Education and the War" Issued

Publication of a comprehensive "Handbook on Education and the War" has been announced by the United States Office of Education. Based on the proceedings of the National Institute on Education and the War, the "Handbook" is an over-all survey of the major wartime problems of education.

The 359-page "Handbook" is divided into two parts, one containing the full text of statements by heads of those Federal war agencies which touch education, and the other part containing reports of symposiums held on 26 of the most acute wartime educational issues. The 26 key problems are grouped under 4 general headings: Training Manpower, School Volunteer War Service, Curriculum in Wartime, and Financing Education in Wartime.

The February number of *Nations Schools* pays a lengthy editorial tribute to Richard Welling, chairman of the National Self Government Committee, for his part in the educational movement sponsored by that committee.

"50 Criteria for Evaluating the Attractiveness of Your Yearbook" in the March number of Scholastic Editor will prove helpful to yearbook staffs and advisers.

Council Bluffs High School (Council Bluffs, Iowa) has an active Victory Corps. Seventy boys work overtime building model planes. Victory Corps girls may join the Victory Volunteers. Each Volunteer has been assigned a "block" in the school district and sits in conference with adult leaders in planning for salvage, transpor-

tation, consumer interests, nutrition, child care, aid for service men, housing, and war savings.

Wartime Commencement Helps

The NEA Division of Publications has for a number of years published each January what has been known as the Vitalized Commencement Manual. This year it is called the Wartime Commencement Manual. It contains summaries of 24 of the best programs submitted by schools throughout the country and a half dozen scripts of other programs. 64 p. 35c.

Another part of the Commencement Packet consists entirely of the pageant For This We Fight, the 1942 commencement program of Englewood, Colorado, High School. This fine pageant, complete with stage instructions, is suitable not only for commencements, but for other occasions. 32 p. 25c. The two parts together will be sold as a packet for the customary price of 50c.

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Order from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Articles offered for publication in School Activities are reported upon promptly.

Youth in junior and senior high schools will continue to render a vital service to the Army and Navy by building model airplanes, the U.S. Office of Education has announced. Packages of plans, 12,000 in number, and instructions for the building of 300,000 additional planes have been mailed to local directors of the Model Aircraft Project in communities where schools are participating in the model program.

Publications, the Schools and the War

Secure from the Superintendent of Documents, Washington

Wartime Occupations; Engineers are Needed; United Nations Discussion Guide; Air-Conditioning Young America. Free.

Education for Victory, biweekly bulletin of the Office of Education, \$1.00.

Guidance Problems in Wartime; What the Schools Can Do; Home Nursing in High Schools; Vocational Rehabilitation and National Defense; How Rural Youth May Serve; Living Democracy in Secondary Schools; The School's Responsibility in Nutrition Education; Helping the Foreign-Born Achieve Citizenship; Voices of Democracy; Hemisphere Solidarity; High School Victory Corps Manual (132); Education Under Dictatorships and in Democracies; Our Country's Call to Service; Together We Serve—Voluntary Agencies and the War Program (15 cents each).

Military Service Bulletin 221—Army Air Forces; Navy, Marines, Coast Guards, Nurses (10 cents); Practicing Democracy in College (20 cents); Postwar Planning (10 cents).

Children's Bureau, Defense of Childhood Series—Eleven four-page leaflets on safeguarding children and equipping them to take their d care, avings.

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part in the battle for democracy (5 cents each).

Physical Fitness through Physical Education (25 cents); Physical Fitness through Health Education (25 cents); Pre-Aviation Cadet Training in High School (5 cents); Mathematics in Pilot Training (10 cents); Physics for Pilot Trainees (20 cents); The Worker, the Job and His Government (10 cents); Radio Script for Victory (free).

> Secure from National Education Association, Washington

A War Policy for Schools (48 pp,. 10 cents); How Our Government Raises and Spends Money (88 pp., 30 cents); Paying for the War (30 cents); Wartime Issues in Secondary Schools (free); *Wartime Policies for Secondary Education (151 pp., \$1.00); *Secondary Education and the War (244 pp., \$1.00); *Wartime Consumer Education (132 pp., \$1.00).

Problems in American Life, series of resource units: 1. Democracy vs. Dictatorship; 2. Teaching American Youth to Understand Their Own and the Enemy's Way of Life; 3. Economic Problems of the Postwar World; (30 cents each).

A War Policy for American Schools; The Support of Education in Wartime; What the Schools Should Teach in Wartime (10 cents each).

Secure from the Office of War Information, Washington

List of U. S. War Films (available to schools); The United Nations Fight for the Four Freedoms; The Thousand Million (background material on the United Nations); The War and Human Freedom. All free.

> Secure from Civil Aeronautics Administration, Washington

Education for the Air Age; World Maps for the Air Age; Pre-Flight Aeronautics in Schools. All free.

> Secure from U. S. Navy Bureau of Personnel, Washington

Refresher Courses in Fundamental Mathematics for Basic Training; Teacher Aids (sample problems and examinations from courses being taught at Naval Training Schools and aviation bases). Both free.

Secure from Public Affairs Committee, Rockfeller Plaza, New York

How to Win on the Home Front (10 cents). Secure from American Council on Education, 744 Jackson Place, Washington

This War and the Teacher (free).

Secure from Committee on Rural Education 5835 Kimbark Ave., Chicago

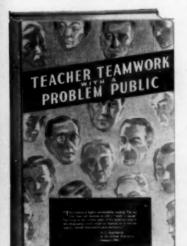
The Rural Child in the War Emergency (10 cents).

Secure from U.S. Office of Education Washington

Aeronautics Aptitude Tests (write for information); Wartime Occupations; Engineers Are Needed; United Nations.

*To members of the NEA Department of Secondary Principals 50 cents.

A Challenging Treatment of an Interesting Subject



Teacher Teamwork with a Problem Public

By C. R. VAN NICE

"This book is a hum-dinger and ought to find a place in the library of every school administrator." Frederick J. Moffitt, Director of Public Relations, New York State Teachers Association, Albany, New York.

"The author has a thorough and sympathetic understanding of the teacher and the school, as well as a working knowledge of the public-their wants, beliefs, and needs." OTIS A. CROSBY, President, The National School Public Relations Association, Detroit, Michigan.

"Here is one author who has really come down and told us the truth about the school situation." C. M. How-ELL, Secretary, Oklahoma State Teachers Association, Oklahoma City, Oklahoma.

You may like this book too. It will be sent to school administrators for five days free examination upon request.

Price \$2.00

School Activities Publishing Company

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SELECT A COMPETENT SPONSOR FOR YOUR STAMP HOBBY CLUB

Stamp collecting has been called the "king of hobbies and the hobby of kings." It is America's most popular hobby on the basis of the number of adherents. Millions of children and adults find it a source of education and relaxation.

The sale of stamps has become "a big business," accompanied by the trade practices of American business enterprise. While it is possible to purchase current United States stamps at local post offices and at the Philatelic Agency in Washington, D. C., it is necessary for a person who wishes to form a collection to purchase many items from stamp dealers. The majority of these dealers are reliable. However, as in many other business enterprises, there are those who would profit at the expense of the uninitiated.

A stamp club sponsor who has had experience in collecting stamps can assist members of school stamp clubs in the intelligent purchase of stamps. After stamps have been added to a collection, it is necessary that they be properly mounted. Many an adult stamp collector recalls how he, as a boy, destroyed the value and beauty of fine specimens of stamps by using glue to fasten them to the pages of his album. A teacher who is a stamp collector in his own right can instruct boys and girls in regard to the proper method of placing stamps in albums. Even more important than the selection and care of stamps is the educational value of this activity which only an experienced stamp collector fully understands.-H. H. MILLS, University of Colorado, Boulder.

UTILIZE SUPERIOR CLASS WORK IN PLANNING ASSEMBLY PROGRAMS

Assembly programs at the Laboratory High School, Marshall College, Huntington, West Virginia, are based on work done in regular classes. What was begun as a time saving device because of increased war activities has proved successful enough to be retained as a permanent type of program.

The seniors in this school recently presented a program entitled "English Life and Manners," which consisted entirely of work that had been done in their English class and not originally intended for public presentation. The student coordinator opened the program by stating that the aim of the 12th grade English course in literature was "to obtain a more intelligent comprehension of the traditions, ideals, and customs of the English people." He explained briefly why such an aim is timely and significant. As each speaker appeared, he made comments nec-

essary to facilitate the understanding and appreciation of the audience. Two well-organized. interesting, and concise speeches were made on "English Coffee Houses" and "English Public Schools." Two boys whose opinions differed gave their interpretations of the present-day Englishman. A girl whose interest in the Canterbury Tales had led her into further research read an excellent paper on the present Archbishop of Canterbury. The formal program was concluded with a delightful story. essay about an English refugee child-entirely fictional, but good enough to make pupils ask whether "Celia" really lived in Nell's home. The highlight of the question period which followed was the contribution made by a teacher who had seen England during World War I.

Instead of presenting a traditional George Washington program, the eleventh grade used material that was an outgrowth of their work in American literature. Essays, such as Theodore Roosevelt's "What America Means," Wood. row Wilson's "A Calendar of Great Americans." and Henry Van Dyke's "The Heritage of American Ideals" were read. A unit entitled "The American Way of Life" has also been given. At the end of the semester, essays were written on such topics as these: "What is an American?" "What America Means Today," and "My Calendar of Great Americans." For the program, two essays on each of these topics were chosen. Care was taken, however, to select papers that were entirely different. For instance, one of those on the first topic described a typical American as a seemingly irresponsible person who has hidden depth; the other answered the question by contrasting a loyal Italian-born American with an indifferent native-born American. Neither of these programs required out-of-class practice, and neither gave pupils and teachers extra duties. And both programs were very popular with the audience.—VIRGINIA RIDER, English Critic Teacher, Marshall High School, Huntington, West Virginia.

MAKE PUPIL OPINION SURVEYS ON CURRENT SCHOOL AFFAIRS

What is the attitude of pupils on various problems and activities of the school? What are their opinions on significant issues and affairs of the day? Are they encouraged to think about their school and how to make it better?

A valuable project for the school council, the newspaper, or almost any other activity group is to conduct a monthly poll of pupil opinion. Place a question box in some convenient place in the building, and invite pupils to deposit questions dealing with school affairs and current issues. Appoint a committee from the group sponsoring the project to study the ques-

tions suggested and select those most appro-Copies of the questions can be made and distributed to homerooms or written on blackboards. The committee can, with the assistance of teachers, conduct the poll, tabulate the results for publication in the school newspaper, announcement in assembly or homerooms, or posting on the bulletin-board.

A survey of pupil opinion will stimulate thinking, lead to greater interest and participation in school activities, and result in many constructive ideas coming from pupils. A poll should be conducted about once each month during the year to achieve the best results.

REPORT NEWS OF DEPARTMENTS TO LOCAL AND SCHOOL PAPERS

In most places it is the news about activities which makes the headlines most often. These activities deserve all the recognition they get, but a good publicity program should give an account of what goes on in the entire school.

The various departments in the school provide one of the most significant sources of news. But what the departments are doing is often overlooked or ignored in reporting news to the local and school papers. Do the pupils and the public know about the aims and values of the different departments? Do they know what the different classes are doing to aid the war ef-Do they know about new equipment needed, the achievements of pupils, or how the Do they know courses are made interesting? about surveys made, guest speakers, field trips, projects, and the like?

Why not plan the program of publicity to give a picture of what is going on in the entire To do this it will be necessary to make a list of all sources of school news. This task as well as the gathering and reporting of news may be handled by a press club, a paper staff, or a journalism class. Many schools have a press bureau operated as an activity of the journalism department. A helpful guide for helping to get the best cooperation from local and school papers is "Your Department Is News," Quill and Scroll Foundation, Northwestern University, Chicago, Illinois.

CULTIVATE SOCIAL UNDERSTANDING THROUGH GROUP PARTICIPATION

Devices which are more direct than classroom exercises are often helpful in starting a person on the road to understanding. A concrete suggestion for direct social training which has been widely acted on in schools and colleges is that pupils organize clubs in which they practice social thinking and social living. It is essential that the clubs organized be of the right kind. The experience gained through participation in club life is not always such that social consciousness results. In general, it has been found that secret societies made up of exclusive memberships dull rather than sharpen the democratic sense of those who belong. The purpose of a club in wartime should be far broader than mere pleasure for individual members. Only when some large, comprehensive purpose is served does a club develop attitudes which are truly social.

It is especially appropriate at this time to recommend that clubs be organized which will afford forums for discussion of the issues which will have to be faced when the war is over. There is no way of gaining insight into the nature of society and of one's place in society more effectively than through a sober and serious discussion of the problems of society.

Discussion of problems will often lead to the conclusion that the group should unite in some kind of action. The creation of a committee to be helpful to students new to the school and helpful to recent arrivals in the community is a demonstration of a social spirit that is educative to both those who help and those who are helped. There are some communities in the United States where the need for such a committee is at the present time more urgent than The rapid development of new ever before. industries and the shifting of families of workers to new homes have resulted in grave social problems, both for the established communities and for those who move into new communities. -CHARLES H. JUDD, Government Consultant on Education, in "America Organizes to Win the War," Harcourt, Brace and Co., p. 311.

GUIDANCE RECEIVES EMPHASIS IN PENNSYLVANIA ACTIVITIES

A booklet "Guidance Practices in Secondary Schools," published recently by the Pennsylvania Department of Secondary-School Prinemphasizes the importance of activities in guidance. Practices are listed from onehundred twenty-four secondary schools, and almost every school reported several extra-curricular activities which are used in the guidance program.

The homeroom is the center of the guidance program in almost every school. Other activities used frequently are: The school newspaper; student handbook; motion pictures, radio and newspapers; field trips; club programs; school council; career conferences; college night; clinics; assembly programs; group discussions; interviews; programs on hobbies, manners, leisuretime, making friends, getting along with others, study habits, safety, thrift, etc.; interest surveys; summer camps; and projects which require community participation.

TEACH PUPILS TO KNOW THEIR HOME TOWN: HERE IS A PLAN!

It is desirable for the pupils of a community to know briefly the changing developments that took place in the history of their own town. make a study of this kind is a worthy activity

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of a homeroom or club.

The difficulty encountered in a small community is the absence of written material. This can be overcome by inviting some of the oldest residents to talk to the group. There are always persons in the community who can give information on the origin and development of the local government, growth of education in the community, the establishment of churches, the beginning of local recreation facilities, and the origin of civic and social organizations.

The various branches of the local government can be studied by visits to the town hall and interviews with local officials. The notes taken and the material collected can be incorporated in an orderly fashion into a class scrap book and presented to the school library as a source book for future reference.—Catherine McGee, State Teachers College, Montclair, New Jersey.

SCHOOL IS CONVERTED TO WAR AIMS; NEW ACTIVITIES ARE INITIATED

During the past semester a number of new activities have been organized at the Milne School, Albany, New York. Among these has been an Insignia Club, a timely activity developed under a sponsor and about twenty boys. Its work is of a military nature.

Among the activities of the Insignia Club are plane-spotting with the use of charts and handbooks, tank tactics, hand grenades, and exercises dealing with tactical problems. An insignia for the Milne Traffic Squad, which supervises hallways and public events, has been worked out. Military insignias have been studied so that boys can identify the insignia of the members of our armed forces. One of the main features of the club is a movie on gas masks and their use. A manual of firearms has been studied regularly.

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Another club of the senior high school is the Navigation Club. Members of this group are required to have a background of mathematics and geometry. They do such things as learn how to locate their position at sea, in the north woods, and out on the desert. Many of the boys expect to use this knowledge soon as members of the armed forces. In the Audio-Visual Aids Department, a group of pupil operators, known as the projectionists, have been trained in the use of films and their professional use. A fine projector and microphone and loud speaker arrangement is used by the Department.—Paul G. Bulger, Assistant Principal, The Milne School, State Teachers College, Albany, New York.

ASSEMBLY SHOWS HOW SCIENCE IS HELPING THE WAR EFFORT

"How Science is Contributing to the War Effort" was the topic of a timely assembly program given by the Marshall High School Junior

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e War ly pro-Junior

Academy of Science, Huntington, West Virginia. In the round table discussion, which was the main feature of the program, the audience heard such topics as these explained clearly and intelligently: "The Role Played by Blood Plasma in the Present Conflict," "Glass and Modern Warfare," Military Menus-and Field , Rations in Particular," "Saving Lives with Sulfa Drugs" and "The Use of Carbon Dioxide in Modern Warfare."

After the brief forum which followed the round table, the remainder of the program was devoted to a series of demonstrations or experiments, which have a particular significance Enough equipment was moved from the chemistry laboratory to the stage for a pupil to illustrate and explain how sugar is obtained from starch and how chlorine is used as a bleach. Other simple experiments of interest to an audience with a not-too-extensive knowledge of science were also performed. This program was valuable because it was timely and because it consisted entirely of material that had already been used in a club program or in class, and, therefore, required no extensive preparation, a matter to be considered in these busy times.—PAUL N. MUSGRAVE, Principal, Marshall High School, Huntington, West Virginia.

DEMONSTRATE PRINCIPLES OF AIR PRESSURE AS SCIENCE PROJECT

In the science club that masters all the latest gadgets, why not organize a project demonstrating the principles of air pressure? One method of doing this is to arrange a demonstration of a pressure cooker in action.

During the hunting season, someone should be willing to contribute a rabbit or pheasant to the demonstration table. A committee of pupils can do the cooking in twenty minutes, and in the meantime an explanation of the scientific principles of air pressure and pressure cooking can be discussed. The eating is a popular proof of the advantages of pressure cook-This type of cooker is quick and efficient; pupils understand its mechanism after seeing such a demonstration and are for it.—LAURETTA Connors, Hackettstown, New Jersey, High

ORGANIZE A CLUB TO STUDY AND WRITE STATE HISTORY

"Schools in Pennsylvania have embarked upon an ambitious club program easily adaptable to many other states. Inspired by intellectual leadership of the Federation of Historical Societies and the Pennsylvania State Education Association, the pupils in many hundreds of schools have set out to write their own analysis of the historical development of Pennsylvania." -L. M. Brockman, School Activities, February, 1942.

The above suggests an activity which would

THE EATON DIAGNOSTIC-ACCOMPLISHMENT TESTS IN ENGLISH

BY HAROLD T. EATON, A.M.

This series of modern type tests will help the student by showing him his individual errors and by assisting him to overcome them. The Eaton tests will show the teacher what should be taught and will measure the amount of class achievement. They will give the supervisor or superintendent objective standards to judge accomplishment and show him what points need more emphasis in the lower grades.

The theory underlying the tests is simple. The A Tests (diagnostic) are given to ascertain upon just what points the student needs further drill and practice. Then, after teaching and drill have been given, the B Tests (accomplishment) are used to measure the amount of pupil achievement.

Test I (a &b). Spelling

Test II (a & b). Capitalization

Test III (a & b). Punctuation

Test IV (a & b). Subjects and Predicates

Test V (a & b). Case

Test VI (a & b). Phrases and Their Use

Test VIII (a & b). Clauses

Test VIII (a & b). Verbals

Test IX (a & b). Fundamental Definitions

Test X (a & b). Common Errors in English

Test X (a & b). Kinds of sentences

Prices

Specimen Set containing all tests, 40c. In quantity for class use (any assortment) \$1.00 per hundred tests. Minimum order 25 cents.

Key supplied with all quantity orders.

THE EATON ENGLISH DRILLS BY HAROLD T. EATON, A.M.

A series of tests and drills on the most common errors in punctuation, grammar, sentence structure, etc. Offered in two forms-sheets at one dollar a hundred, and convenient pads containing one of each of the sheets at twenty-five cents per pad.

A sample copy of the Pad will be sent for twenty-five cents. It is free if a class order follows. NOTE: Schools wishing to secure testing material only should order sheets one and twenty-four. Keys and tentative standards based on the work of over a thousand pupils will be sent with quantity orders.

THE PALMER COMPANY

370 Atlantic Avenue

Boston, Mass.

TIVITIES

be found practical and significant for almost any high school in America. Few high school pupils have an understanding and appreciation of their state and its history. Why not start a club to study and write local and state history? In almost every state, pupils could employ the elementary principles of research in gathering information about the history of their locality and the state at large. When the work of the club is under way, encourage other high schools in the locality to start similar ones. Let these groups exchange material and give publicity to what each is accomplishing. Perhaps you can get a movement started in your state similar to the one in Pennsylvania. A manual entitled "Organization and Conduct of High School History Clubs," may be secured upon request from the Pennsylvania Historical Commission, Harrisburg, Pennsylvania.

EMPHASIZE DEMOCRATIC PROCESSES AND IDEALS IN ACTIVITY PROGRAM

While Americans are fighting in all parts of the world to defend the things our country stands for, the schools should see that pupils understand the ideals which make our country great. Projects of various kinds in the activity program are important in giving pupils an insight into the democratic process and in focusing their attention on American ideals.

Following are some suggestions for projects which might prove valuable in developing appreciation of the ideals and characteristics of American democracy: Writing of codes in which pupils give expression to the ideals which they think are desirable both in school life and in society at large. Planning programs for homerooms, assemblies, discussion groups, etc., based on the documents which contain statements of ideals of American democracy. Making a survey of the democratic experiences which the school provides for its pupils. Working out an experiment to dramatize for pupils the difference between democracy and dictatorship. This has been carried out in one place by running the school as a dictatorship for one day. Having pupils write essays and make talks on topics related to our ideals. Developing programs for special events such as the birthdays of Washington, Lincoln, and Franklin, Goodwill Day, and Citizenship Recognition Day, which will emphasize the ideals and way of life we want to preserve. Most of these activities can be carried out either as all-school projects or in connection with programs of small groups.

ORGANIZE A SAVING SYSTEM TO TEACH THRIFT TO PUPILS

A regular banking system to handle the savings of pupils and teach thrift has been organized by commercial clubs in some schools. The usual practice is for the school council, with the approval of the principal, to issue a charter to the club to start a saving system.

As a means of teaching thrift and giving pupils practical experience in the handling of funds in a businesslike way, start a banking system as a project of the commercial club. Let the group study the principles of banking, and then organize and sponsor a school bank. The procedure of the bank is somewhat as follows:

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 Receiving deposits, recording and proving to original entries on deposit tags and teachers'

records.

(2) Posting from these original records to permanent record cards.

(3) Handling of withdrawals.

(4) Preparing weekly and monthly reports.

(5) Campaigns and consultations with pupils and teachers in promoting thrift, encouraging pupils to save a portion of their income or allowance, to get them to initiate ways of earning money, and to teach an appreciation of the value of money.

After the school bank has perfected its organization, it may be permitted to handle, in addition to the savings of pupils, all student body and class funds, cafeteria receipts and expenditures, faculty professional dues, as well as funds and accounts arising from any and all other school activities such as publications, laboratory and locker fees, and athletics.

NEED A STUDENT COUNCIL PROJECT? TRY ONE OR ALL OF THESE IDEAS!

The ideas for projects mentioned below were selected from a large number of successful activities reported by student councils. They should suggest things that almost any council can do which would be beneficial to the school and to the pupils who participate in them. They are as follows:

 Serve as an advisory group to the High School Victory Corps.

(2) Publish a school handbook.

(3) Keep records of activities of all pupils and the activity point system.

(4) Conduct group study or clinic on school problems.

(5) Sponsor school forums.

- (6) Interpret the work of the council to the school.
 - (7) Keep calendar of school events.
 - (8) Conduct lost and found bureau.(9) Carry on charity or welfare work.
- (10) Study parliamentary law and procedure.
 - (11) Help with school recreational program.
- (12) Collect ideas and material for guidance in school citizenship.

(13) Direct information desk.

- (14) Award letters or other recognition to pupils for outstanding achievements.
- (15) Hold conferences with pupils who will not cooperate.
- (16) Help with activities to further patriotism.
 - (17) Charter and approve laws, constitutions,

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and regulations of all school organizations.

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rk. procedprogram. (18) Promote all-school contests, intra-mural athletics, school celebrations, and the like.

(19) Evaluate school customs and traditions.
(20) Acquaint incoming pupils with the school.

PLAN SUMMER PROGRAM TO GIVE WORK EXPERIENCES TO PUPILS

Work experience should be made a part of the training of every boy and girl. "Not only does training in work habits cultivate physical stamina and other qualities which develop with experience in concentration or physical labor, but it also provides for a need of adolescents which the schools have never been able to meet," says the American Youth Commission.

High Schools should take advantage of the present shortage of labor to secure work experiences for their pupils. A program might be planned for the summer months when schools are not in session, which would be of great educational value to the pupils and very helpful in the war effort. Such a program, if carefully planned and supervised, might become an important part of the school's services. It would be entirely appropriate for school credit to be given to pupils who work at tasks which provide valuable experience. Organize an employment bureau in the high school to place pupils in jobs during the summer. Have this bureau cooperate

with the nearest office of the United States Employment Service in finding suitable jobs for pupils.

Recently high schools have started emphasizing the value of work experiences in the curriculum, in the extra-curricular program, and in community participation. In shops and laboratories, in the programs of such groups as 4-H Clubs and Future Farmers of America, High School Victory Corps, National Youth Administration projects, in activities such as "Cleanup Campaigns," etc., schools can provide work experiences which will help boys and girls to develop maturity and independence and stand them in good stead for jobs. During the coming summer months, schools should have little difficulty in placing pupils in jobs.

SOMETHING TO DO IDEAS IN BRIEF

Make a study of the changes which have been made in your school and community due to the war. How has the war changed recreation for young people and adults? How has it changed the ideas of people? What new interests have been developed as the result of wartime conditions? Has the war increased interest in certain school activities?

Modern warfare, it has been said, has four dimensions: (1) Military. (2) Political. (3) Economic and diplomatic. (4) Psychological. Booklets dealing with these aspects of warfare

Does your school board know?

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What are the duties of superintendent and principal?

How should teachers be selected and work assigned?

These questions and many others are answered by Harlan L. Hagman, Northwestern University, in "A Handbook for the School Board Member."

The veteran board member will find in this volume new educational significance in the work he does. The new member will use this book as a handy guide to the tasks facing him.

School Activities Publishing Co.

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may be secured from the Office of War Information and other government agencies. This material is valuable for use in current events clubs and school forums.

Build up a loan library from which pupils may select games to take home. A beginning can be made in a project of this kind by getting families to donate games which they have in their homes which are seldom used.

Let the school council keep an information desk at the school. Sometimes this can be combined with a lost and found bureau or a stand where certain things are sold. This stand might at this time handle the sale of stamps and bonds. An information desk is especially helpful in a large high school.

Educators recently have urged high schools to give emphasis to the study of Latin America and the Far East. It is said that the former should be studied because the destiny of our country is inter-related with that of our good neighbors to the south, and that we should study the Far East as a basis for understanding the present crisis. There are many excellent and inexpensive educational films for school use which deal with these parts of the world. Why not arrange to show some of these at assembly programs in your school?

Organize a Leadership or President's Club composed of pupils who hold major offices in the high school. This group should supplement rather than conflict with the work of the school council. It could serve a useful purpose by studying how to become a leader, the techniques of group work, and by developing a leadership

training program for pupils.

"To my astonishment," Thoreau once said, "I was informed on leaving college that I had studied navigation! . . . Why, if I had taken one turn down the harbor I should have known more about it." Field trips or visits to places of interest give variety to the program of activities, are highly educational, and often teach pupils things which are remembered long after the lessons of textbooks are forgotten.

This was discovered in an ancient notebook: "The way to educate a man is to set him to work; the way to get him to work is to interest him; the way to interest him is to vitalize his task by relating it to some form of reality." The war provides the greatest opportunities in our time to relate education to reality. Is your school making the adjustments necessary to

relate its work to wartime realities?

Today when weather reports by radio and newspaper are restricted, would not the construction and operation of a school weather bureau be a suitable project for the science club, Could it not develop a project of this nature which would supply valuable information to the community and not conflict with government regulations?

Are pupils in your school intelligently informed about the social side of life? Why not make a study and find out, and if they are lacking in this aspect of education, see what can be done about it?

In the plan of the Long Beach, California, High School, when the pupils develop a good discussion, the principal arranges to have the speakers repeat the performance before a civic club, church, or other local group. Last year about six hundred pupils participated in this type of activity out of 1,200 enrolled in the high school. This is a simple and effective way of carrying the forum and discussion group idea from its origin inside the school to its applica. tion in the community.

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Plan a "Public Night" to acquaint patrons with the work of the school. On "Public Night" parents attend school and take the place of their sons and daughters at short sessions of classes and activity periods. This serves to give them an idea of how the school is organized, the purpose of clubs and classes, the nature of the training provided, and what Bill and Mary mean by homerooms, assembly, etc.

Let pupils prepare a week to week calendar of important events in the community. Publish this in the school newspaper and post a copy of it each week on the school bulletin board.

Dramatization is an effective method of creating pupil interest. Some projects in dramatization might be pupil-written plays to be presented at school and community programs, historical scenes from great works of literature, famous events in science, lives of inventors and explorers, and portrayal of events connected with local history.

A grade Track and Field Day may be arranged, usually in the spring, at which grade pupils from the communities which contribute pupils to the high school participate. On this day grade pupils may visit classes part of the time, be given a period of entertainment, and then compete in the track and field meet.

An interesting project for the dramatic club is to plan a puppet or marionette show. There are many plays written for this type of performance which are simple enough for use by a high school group. This is different from usual performances and will arouse much inter-

The following are questions which might prove of interest to discussion groups: What is the greatest duty of a citizen in wartime? What can pupils do to help prevent juvenile delinquency as caused by wartime conditions? you believe that the present war might have been avoided if the United States had joined the League of Nations following the first World War? One pronounced characteristic of life is that it is continually presenting us with new problems. What new problems has life presented you with recently? What can you learn about citizenship from the newspaper?

A few of the special days which schools sometime carry on are: Stunt Day, Play Day, Field Day, Hobo Day, May Day, Open House Day, Tag Day, Freshman Initiation Day, Student Day, Recognition Day, Pan American Day, Flag Day, Navy Day, Constitution Day, Friendship Day,

Some of the special campaigns high schools

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often conduct are: Courtesy, Thrift, Safety, Tolerance, Clean-up, Morale or School Spirit, Respect for Property, Better English, Patriotism, Health, Sale of Christmas Seals, Raise Money, etc.

A project which could be used to raise money by any high school group is to make and sell special autograph books. Almost all pupils keep autograph books and would be interested in purchasing a special autograph book of their school.

Give war stamps and bonds for graduation presents this year.

Conduct a journalism exhibit. This can be made a very interesting and educational activity. It might be conducted by the high school paper with the cooperation of the community paper. It can feature printing, newspapers, magazines, books, and many other things of general interest. A display of all school publications would be an important part of such an exhibit.

Intramural vs. Interscholastic Contests (Continued from page 294)

they retarding mentally? How does their business differ from that of the student?

The final ultimatum has been delivered by our government, which will prove whether the pros or cons of this question are right. Rubber and gas rationing makes unnecessary traveling a disloyal act. Schools are canceling athletic and forensic schedules so as to cooperate with Uncle Sam in his effort to win the war. The North Dakota High School Contests (music, debate, oratory, and declamation) have been cancelled for this year. Schools have been encouraged to develop local programs; North Datota is not an exception. If a localized extracurricular schedule is satisfactory in time of war, certainly a far-flung program is a luxury in time of peace.

An intensified school spirit and well trained

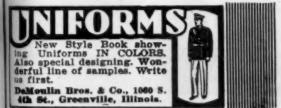
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participants can result from either system mentioned in this analysis: the only difference is the number of students allowed to take part, and the amount of money brought into the treasury. A localized program permits greater participation, while the interscholastic schedule brings more money into the coffers. We must determine whether the school is an educational plant or an institution for raising funds. If taxes are for the purpose of supporting our schools, then why give such serious consideration to the monetary value of the extracurricular program?

Let physical, mental, and spiritual culture be the aim of all school activities. Encourage every boy and girl to join in and enjoy the benefits offered by the school . . . in class and out. Then America will be in the heart of everyone and interscholastic competition will be disposed of with pleasure.

A new world is in the making.

New Helps

• MAGIC, by Barrows Mussey. Published by A. S. Barnes and Company, 1942. 83 pages.

Here is a practical and fascinating book which shows how to master simple and complex conjuring tricks for individual pleasure and for the entertainment of friends. The author stresses the proper presentation of magic tricks and stunts, rather than the mere mechanics. Young people will learn from this book how performers of magic have baffled them and how they may baffle others.

• AIR NAVIGATION FOR BEGINNERS, by Scott G. Lamb. Published by the Norman W. Henley Publishing Company, 1942. 103 pages.

This treatise was written to provide an introduction to Air Navigation for present-day young persons who are eager to learn about model planes, and kindred subjects concerned with Aviation. It is offered mainly as preparation for further study. Schools will find it a popular book among those in the school library.

COMMUNITY LIFE IN A DEMOCRACY, edited by Florence C. Bingham. Published by the National Congress of Parents and Teachers, 1942. 246 pages.

This is a timely book—one dealing with the nature and preservation of the American way of life. It deals with the community as a unit and stresses the importance of cooperation and mutual service. It aims at stimulating thought and encouraging intelligent direction of community life. It is highly readable and will serve a useful purpose for those persons who have positions of influence and responsibility.

• ELECTRICITY FOR EVERYONE, by Joseph R. Lunt and William T. Wyman, Published by The Macmillan Company, 1943. 649 pages.

This book explains the uses of electricity the thing that makes the modern world modern.

Comedy Cues

STRONG VERBS

Oh, what a blamed uncertain thing This pesky weather is! It blew and snew and then it threw, And now, by jing, it's friz. -Word Study

QUICK WORKER

Has your son a college degree yet? Oh, yes. He wrote last week the faculty had given him the third degree.-Teachers Digest.

Not being fit for military service a little man tried for a job in a blacksmith's shop.

After looking him over, the smith picked up the biggest hammer and threw it out of the window saying: "If you can do this you can start to work."

The little man picked up the anvil and threw it after the hammer saying: "O.K., are we working outside?"

HARUM-SCARUM

A Sultan at odds with his harem Thought of a way he could scare 'em; He caught a live mouse Which he freed in the house, Thus starting the first harum-scarum. -Texas Outlook

A recruit failed to salute a captain. The captain followed him inside and demanded, "Don't you recognize the uniform?"

"Yes sir," replied the recruit, feeling the captain's coat. "Pretty nice uniform. but look at this thing they gave me."-Grit.

WHATSA MATTA?

A dansa. A data, Perchanca Out lata, A classa, A quizza, No passa-Gee whizza

-Texas Outlook

ETIQUETTE

"Now, my son," said his fond mother as the boy was starting off to join the Navy. "remember to be punctual in rising every morning so you will not keep the captain waiting breakfast for you."-Stationer.

CHEER LEADER WANTED

"I expect you'll miss your boy when he returns to college?"

"I will," replied Farmer Cornstalk, "I don't know what I'll do without him. He's got the live stock so they won't move unless he gives 'em the college yell, and I can't remember it." Texas Outlook.

REPEAT PERFORMANCE

First Draftee: "You know, I feel like I'd like to punch that hard-boiled top sergeant in the nose again."

Second Draftee: "Again?"

First Draftee: "Yes, I felt like it yesterday!"

MORE BURNING NEEDED

Charles: "Did you think the mayor put enough fire into his speech?"

Fred: "Yes, but the real trouble was he didn't put enough of his speech into the fire."-Min. nesota Journal of Education.

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